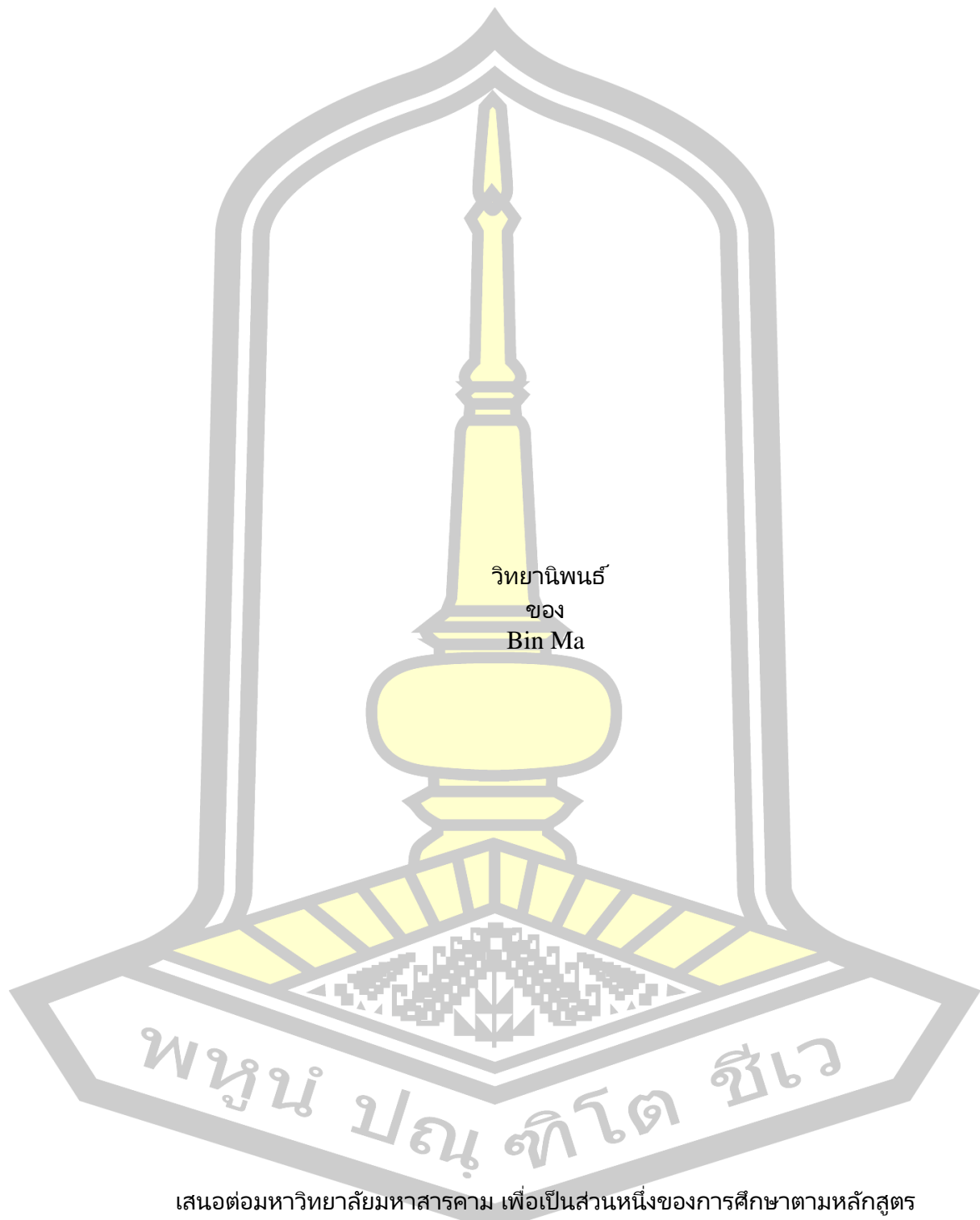Program To Enhance Dance Teachers' Competency In Dance Department, Zhengzhou Sias University

Bin Ma

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Doctor of Education in Educational Administration and Development
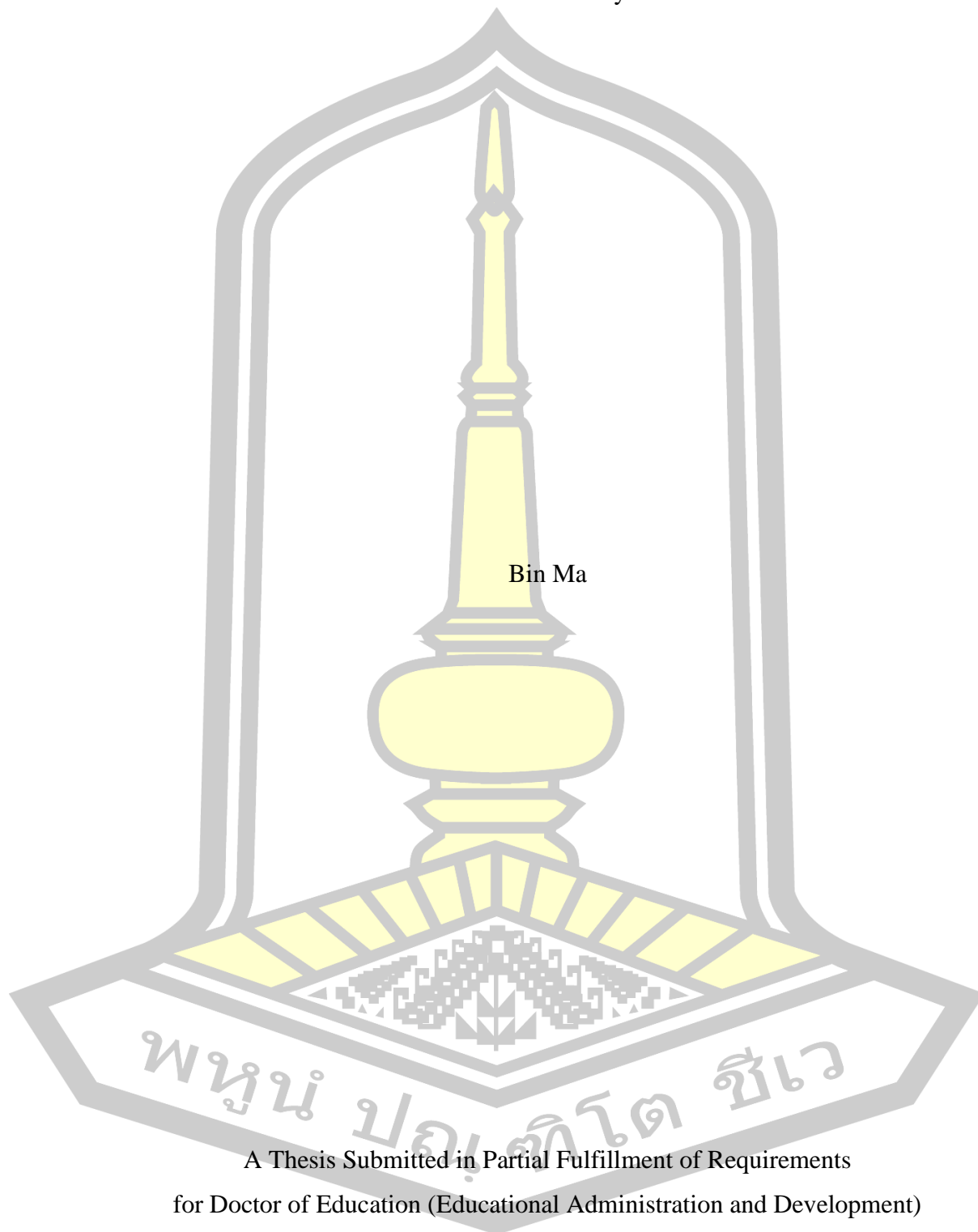July 2024

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Program To Enhance Dance Teachers' Competency In Dance Department, Zhengzhou
Sias University

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A Thesis Submitted in Partial Fulfillment of Requirements

for Doctor of Education (Educational Administration and Development)

July 2024

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TITLE   Program To Enhance Dance Teachers' Competency In Dance Department, Zhengzhou Sias University

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ABSTRACT

The objectives of this research were: 1) To investigate the components of dance teachers' competency in dance department, Zhengzhou Sias University. 2) To explore the context and program for dance teachers' competency in dance department, Zhengzhou Sias University. 3) To design and construct the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University. 4) To study the effect of the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University. The research method was divided into 4 Stages: Stage 1 was to investigate the components of dance teachers' competency in dance department, Zhengzhou Sias University. Stage 2 was to explore the context and guideline for dance teachers' competency in dance department, Zhengzhou Sias University. There were 19 samples from Zhengzhou Sias University. The research instrument was 5-point estimation scale questionnaire. Stage 3 was to design and construct the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University. The informant groups consisted of 5 experts and assessed the program. The research instruments were questionnaire, interview forms, and assessment forms. The statistics used for data analysis were percentage, mean, standard deviation, and the need index. Stage 4 was to study the effect of the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University. A comparative study of the competencies of 19 dance teachers was conducted through a 15-day program implementation to validate the effectiveness of the program. The results revealed that:

1. The competency of dance teachers in the dance department of Zhengzhou Sias University included: 1) professional ethics, 2) teaching ability, 3) professional skills, and 4) research ability.
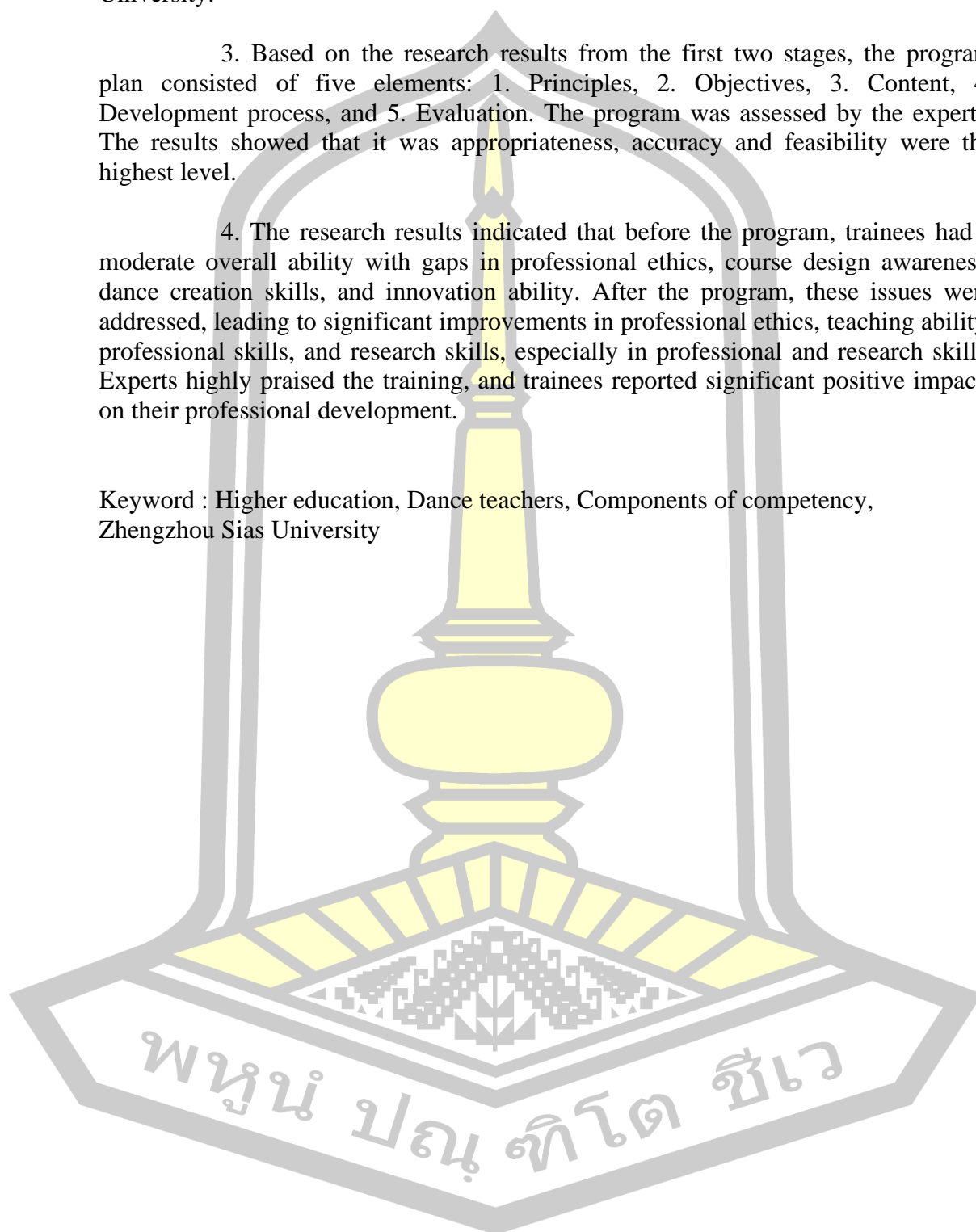
2. The current status of the competencies of dance teachers in the dance department of Zhengzhou Sias University was overall at a moderate level, while the desired level was relatively high. Need assessment (PNI) was ranked from high to low as follows: 1. Research ability, 2. Teaching ability, 3. Professional skills, and 4. Professional ethics. The research results indicate that there is significant room for

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improvement in the dance teachers' competency in dance department, Zhengzhou Sias University.

3. Based on the research results from the first two stages, the program plan consisted of five elements: 1. Principles, 2. Objectives, 3. Content, 4. Development process, and 5. Evaluation. The program was assessed by the experts. The results showed that it was appropriateness, accuracy and feasibility were the highest level.

4. The research results indicated that before the program, trainees had a moderate overall ability with gaps in professional ethics, course design awareness, dance creation skills, and innovation ability. After the program, these issues were addressed, leading to significant improvements in professional ethics, teaching ability, professional skills, and research skills, especially in professional and research skills. Experts highly praised the training, and trainees reported significant positive impacts on their professional development.

Keyword : Higher education, Dance teachers, Components of competency, Zhengzhou Sias University

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CHAPTER I

INTRODUCTION

Background

In recent years, higher art education in China has entered a period of rapid development. With the booming cultural tourism industry and the fast-growing social art training market, the demand for art education is increasing rapidly. As an important part of national art education, dance education in universities has gradually received more attention. At the same time, university dance teachers are also facing a series of challenges and issues. How to effectively improve the professional development and quality of dance teachers, and provide better support and assurance for students' learning, has become a problem that many universities urgently need to solve. Therefore, it is necessary to develop a program for the professional development of dance teachers at Zhengzhou Sias University. The research significance will be discussed from the perspectives of Chinese higher education policy, talent market demand, the current situation of university dance teachers, and the high-quality development of universities.

College dance teachers are a very special group of educators who differ from other teachers by emphasizing practical skills training and fostering innovative abilities in teaching. They generally possess the following characteristics: 1) Strong practicability: As teachers of the dance major, they need to have solid dance skills and teaching knowledge, as well as keen artistic insight and expressive ability. 2) Strong creativity: As workers in the field of art, college dance teachers need to enhance and tap into students' performance abilities in innovative ways to improve their dance skills and artistic appreciation level. 3) Strong management skills: In the dance department, college dance teachers not only need to teach professional knowledge but also manage and guide students, plan and organize dance art activities. 4) High humanistic qualities: College dance teachers need to pay attention to students' comprehensive qualities and artistic cultivation, focusing on cultivating students' aesthetic awareness, humanistic spirit, and cultural literacy. 5) Concern for students'

characteristics: Respecting students' individual differences, paying attention to their various characteristics, personalized education, layered teaching, improving teaching effectiveness, and cultivating high-quality innovative and practical talents.

Banio-Krajnik and Adrianna (2022) indicated that in today's era of dance popularization and commercialization, the plight of dance teachers deserves particular attention. Risner (2010) noted that against this backdrop, dance education in higher education is at a crucial juncture in academic history. Pekkarinen et al. (2020) stated that an outstanding university teacher should possess a broad knowledge base, assume various professional roles, and continually develop their professional abilities. Krstić et al. (2020) observed that students also believe a qualified university teacher should be evaluated based on their humanistic, professional, and teaching qualities, the quality of university education, the teaching process, and learning outcomes. Mallillin et al. (2019) noted that the level of teachers' capabilities and skills is one of the important indicators for measuring their performance.

Chan et al. (2017) indicated that inconsistencies in teaching methods, curricula, student experiences and learning strategies, concepts, as well as missions and compliance from higher education institutions, hinder the effective development of generic capabilities, attributed to a lack of consensus in conceptual foundations. Currently, dance science remains a prominent topic in contemporary dance education, especially garnering considerable attention in the field of professional dance education. However, despite being important venues for nurturing dance art talents, traditional higher education institutions lack sufficient knowledge of dance science among dance education professionals, severely limiting their ability to cultivate professional talents. Therefore, Li Ying (2024) indicated that it is necessary to integrate theoretical knowledge of dance science research with the practical needs of dance educators in these institutions, constructing a dance science knowledge framework suitable for their use. This not only highlights the research value of dance science but also aligns with the practical needs of dance education.

Based on the aforementioned situation, the Chinese education authorities have successively issued relevant documents to continuously enhance the competency of dance teachers in higher education institutions, promoting teachers' professional development and the advancement of higher dance education.

People's Daily (2017) reported the establishment of the "Teacher Professional Development Research Center" in Beijing, focusing on teacher growth, course design, resource construction, and training models. Recent documents from the Chinese Ministry of Education emphasize teacher career development, ethics, and higher education reform.

Xinhua News Agency (2018) highlighted the importance of building teacher teams, enhancing ethics, reforming management, improving status and treatment, and ensuring policy implementation.

The Ministry's (2018) "Ten Guidelines for Professional Behavior of University Teachers" set professional norms, urging immediate implementation and a "one-vote veto" for inappropriate behavior. In 2019, the Ministry issued guidelines to strengthen art education in higher education, focusing on faculty building, teaching reforms, cultural innovation, and societal service. In 2023, the Ministry hosted a forum and workshop on university teacher development, discussing digital literacy, assessment reforms, competence training, and development centers.

Overall, documents stress enhancing the competency of dance teachers in higher education, improving skills, ethics, teaching reforms, and social service capabilities to meet educational demands.

In recent years, higher education has set higher requirements for the career development and comprehensive qualities of dance teachers. On the one hand, higher education dance teachers must have excellent dance skills and performance abilities. Only by mastering solid dance skills and rich performance abilities can they achieve better teaching results in imparting dance skills and improving students' dance levels. On the other hand, higher education dance teachers need to have higher education and teaching theory literacy and education and teaching ability. They must master basic educational concepts, educational psychology, educational methods, assessment methods, and course design. This is necessary to improve the level of education and teaching quality. In addition, higher education dance teachers also need to have good management and organizational skills, as well as communication and collaboration abilities.

Boice (1984) indicated that the development of teachers and the improvement of teaching to promote educational enhancement are synonymous. This

viewpoint essentially equates teacher development with teaching development. Albarra Shidiq et al. (2022) stated that teacher capability is a crucial component in achieving educational objectives. Mandal (2018) noted that teachers' capabilities influence their values, behaviors, communication, goals, and practices in schools, supporting professional development and curriculum research. Therefore, discussing teacher capability is vital for improving the teaching process in schools.

Dance teachers are special talents in higher education who need to have solid dance skills, performance ability, and good teaching ability. However, many dance teachers have outdated teaching methods and beliefs, making it difficult to meet the developmental needs of the times. As an important field of art education, dance education has a significant responsibility in cultivating students' dance skills and artistic sensibilities. Therefore, dance teachers must possess various qualities and abilities to adapt to contemporary development needs. The work of dance education requires high-intensity physical and mental effort, with long-term displays of teaching results through creation and performance. The development of a program will help better guide the career development and work life of dance teachers, improve the quality and efficiency of teaching, and better meet the needs of society and students.

Therefore, developing a program to enhance the abilities of dance teachers is necessary for their career development at Zhengzhou Sias University. By implementing the program and analyzing its effects, it will better assist dance teachers in improving their abilities and career progression.

In conclusion, the development of a program for the career development of dance teachers at Zhengzhou Sias University is a scientific, reasonable, and targeted solution to address existing problems in dance education, improve teaching quality, and enhance the overall quality of students. Through in-depth research and analysis of the current situation of higher education dance education and the requirements for dance teachers, the program aims to contribute to the professional development of dance teachers in higher education.

Research Questions

This study aims to address the following 4 research questions:

(1) What are the components of dance teachers' competency in dance

department, Zhengzhou Sias University?

(2) How are the order of current state, desired State and need assessment (PNI) for dance teachers' competency in dance department, Zhengzhou Sias University?

(3) How are program to enhance dance teachers' competency in dance department, Zhengzhou Sias University?

(4) How are the effect of the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University?

Research Objectives

Based on the 4 research questions presented, this study also has 4 research objectives as follows:

(1) To investigate the components of dance teachers' competency in dance department, Zhengzhou Sias University.

(2) To explore level of current state, desired state and need assessment (PNI) for dance teachers' competency in dance department, Zhengzhou Sias University.

(3) To design and construct the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University.

(4) To study the effect of the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University.

Research Significances

In summary, studying the program to enhance dance teachers' competency at Zhengzhou Sias University has great significance in several aspects.

Firstly, this study can help dance teachers understand their career development path, development direction, and career planning, thereby improving their professional quality and ability. Especially in the current era of rapid development, it has great significance for dance teachers to engage in long-term planning and career development.

Secondly, this study can promote the continuous improvement and progress

of dance education teaching quality. The teaching philosophy, methods, and abilities of dance teachers are directly related to the quality and effectiveness of dance education. Therefore, developing relevant programs and standards will help improve the teaching level and educational ability of dance teachers, and also enhance the overall quality of higher education dance education.

Thirdly, this study can better understand and analyze the characteristics, advantages, and shortcomings of dance education at Zhengzhou Sias University, which will help put forward targeted suggestions and plans to improve and perfect dance education, and promote the development of higher education dance education.

Lastly, this study can provide a reference for other higher education dance programs. By learning from the experience and practice of Zhengzhou Sias University, it can offer useful references for other universities to develop career development programs for dance teachers.

This study can not only improve the professional quality and ability of dance teachers but also provide students with a better dance education and learning environment, thereby promoting students' comprehensive development and improving the quality of education and teaching.

Research Scope

1.Scope of Content

The focus of this study is to explore the determining factors of career development for dance teachers at Zhengzhou Sias University and how they can be applied to the art talent policies of Chinese universities and the actual situations of local universities. Based on a literature review, the career development of dance teachers in this study consists of four components: (1) professional ethics, (2) teaching ability, (3) professional skills, and (4) research ability.

The research scope encompasses a comprehensive examination of the components, program structure, enhancement methods, and guiding principles relevant to enhancing dance teachers' competency within the Dance Department at Zhengzhou Sias University. Through this research on the competency of dance teachers, the study aims to provide guidance for their professional development and offer effective references for future dance education.

2.Population

The first stage of this study will begin with an investigation into the current state of dance teachers, with plans to survey 19 dance teachers at Zhengzhou Sias University. Data will be collected through questionnaires on the teaching practices of these dance teachers. In the second stage, due to the small sample size, all 19 questionnaires need to be collected, and data analysis will be conducted on these 19 research samples to explore the current and desired state of dance teachers' competency in the Dance Department at Zhengzhou Sias University. Finally, the study will be evaluated by 5 experts from China and Thailand, who will help finalize the program.

Conceptual Framework

To establish the conceptual framework of this study, a comprehensive review of books, journals, academic papers, reliable reports, and previous studies was conducted. The competency of dance teachers is framed by four parts: professional ethics, teaching ability, professional skills, and research ability.

Mentioned training and development to enhance teachers' competencies. The competency of dance teachers encompasses multiple dimensions, including professional ethics, teaching ability, professional skills, and research ability. These aspects collectively contribute to the effectiveness of dance teaching and are crucial for maintaining high standards within the field.

A successful program to enhance dance teachers' competency should include clear objectives, effective delivery of instruction, adequate resource allocation, relevant content, and a robust evaluation mechanism. These components ensure the program's structural integrity, comprehensiveness, and alignment with its intended goals.

In this study, the research methodology involved multiple steps. Firstly, we identified the components of dance teachers' competency through a literature review. Secondly, we conducted a thorough analysis of the current and desired state of dance teachers' competency in the dance department at Zhengzhou Sias University. This included validating the components and indicators of dance teachers' competency. Thirdly, in collaboration with experts in the field, we developed a tailored training

program aimed at enhancing teachers' competency in the dance department. Finally, the effectiveness of the program's implementation was evaluated to assess its validity.

Components of Dance Teachers' Competency - Professional ethics - Teaching ability - Professional skills - Research ability	**Components of a Program** - Basic principles - Purpose - Content - How to develop - Measurement and evaluation	Background about dance teachers' Competency in Dance Department Zhengzhou Sias University.

Program To Enhance Dance Teachers' Competency in Dance Department, Zhengzhou Sias University

How to enhance dance Teachers' competency -Learning from teaching and teaching activity -Assignment -Coaching -Networking -Training	**The principles for enhancing dance Teachers' competency** -70% Learning by experience -20% Learning by others -10% Learning by courses

Figure 1 The program to enhance dance teachers' competency

Definition of terms

1.Dance teachers' competency refers to their professional ethics, teaching ability, professional skills, and research ability. The development of these competencies is crucial for their career growth and effectiveness in teaching.

1.1 Professional ethics refer to adherence to professional norms and ethical standards, including dedication, integrity, service to students and society, protection of students' rights, and guidance for student growth. The importance of professional ethics lies in establishing a good reputation, enhancing the image of teachers, and improving the school's reputation.

1.2 Teaching ability refers to subject knowledge, teaching experience, communication skills, understanding and supporting students, personalized teaching, and a comprehensive education philosophy. The importance of teaching ability lies in its direct impact on teaching quality and student learning outcomes.

1.3 Professional skills refer to understanding the artistic process, applying knowledge in specific contexts, and embracing new knowledge. Skills include dance performance, creation, activity planning, and rehearsal organization. The importance of professional skills lies in providing high-quality education and achieving teaching results.

1.4 Research ability refers to conducting academic research, participating in conferences, writing papers, and publishing works. It includes knowledge comprehension, transfer, and stimulating research potential (Mendoza, 2018). The importance of research ability lies in enhancing academic attainments and applying new research results to teaching and dance creation.

2.The program to enhance dance teachers' competency refers to methods aimed at improving their skills and performance in teaching, designing, and managing. Key methods include curriculum training, which involves systematic course learning to improve teachers' skills; on-the-job education, focusing on practical experience and knowledge sharing; seminars, offering platforms for professional exchange; self-study, enabling personalized learning through various resources; and workshops, providing short-term practical training. These methods collectively aim to provide avenues and resources for continuous professional development and skill enhancement.

3.The Dance Department at Zhengzhou Sias University refers to an educational institution with over 200 students and 19 full-time and part-time teachers who have graduated from renowned music and dance colleges both domestically and internationally. The department offers main courses such as Introduction to Dance Art, Chinese and Foreign Dance History, Ballet, Modern Dance, Classical Dance, Chinese National Folk Dance, Dance Choreography, and Latin Dance, providing comprehensive dance education and cultivating professional dance talents.

4.The dance teachers refer to the 19 dance teachers at Zhengzhou Sias University, including 9 males and 10 females, with varied experience and age groups. Their responsibilities include planning courses and designing teaching content, inspiring creative thinking, participating in subject construction, conducting research, writing papers, engaging in academic exchanges, focusing on student development, and participating in school management and development. These roles require solid

professional knowledge, teaching skills, educational theoretical knowledge, strong innovation ability, and team spirit.

5.A program refers to a specific set of plans or arrangements designed to achieve a particular objective or result. It consists of components such as appropriate course design, diverse teaching methods, and tailored teaching evaluation methods. The purpose of a program is to improve specific abilities or qualities, such as teaching ability, professional skills, research ability, and professional ethics. The development of a program involves systematic steps, including exploration, development, evaluation, implementation, and improvement, with scientific measurement and evaluation to ensure effectiveness and quality.

6.The principle refers to fundamental beliefs or rules that guide specific behaviors or practices to help achieve specific goals or effects. The principles discussed include 70% of learning coming from challenging work assignments, which help people face challenges, acquire new skills, develop innovative thinking, and increase confidence and motivation; 20% from working with others and observing, emphasizing learning and sharing perspectives; and 10% from curriculum training, highlighting the role of professional knowledge, skills, and practical experience in personal development.

Table 1 Development principles and Method of developing dance teachers' competency

Development Principles	Method of development
70%: Learning by experiences	1. Learning from teaching and teaching activity 2. Assignment
20%: Learning by others	1. Coaching 2. Networking
10%: Learning by courses	1.Training

CHAPTER II

LITERATURE REVIEW

This chapter reviews literature on dance teachers' competency, including its components (professional ethics, teaching ability, professional skills, and research ability), influencing factors, enhancement methods, and policy background. It examines programs for enhancing competency, the "70-20-10 rule" in training, and the current status of the Dance Department at Zhengzhou Sias University. Additionally, it discusses higher education policies in China and the U.S., and summarizes related research, providing an overview of the current state and future directions of dance teachers' competency studies. This review aims to offer theoretical support and practical guidance for improving dance teachers' competency. The specific classifications are as follows:

1.Dance teachers' competency

    1.1 Definition of Competency

    1.2 Components of Competency

      1.2.1 Professional ethics

      1.2.2 Teaching ability

      1.2.3 Professional skills

      1.2.4 Research ability

2. Program

    2.1 Definition of program

    2.2 Components of program

    2.3 "70-20-10"

3. Dance Department at Zhengzhou Sias University

    3.1 Zhengzhou Sias University

    3.2 Dance Department

    3.3 Current State Analysis of Dance Teachers' Competency

      3.3.1 Influencing Factors on Dance Teachers' Competency

      3.3.2 Methods to Enhance Dance Teachers' Competency

4. Policy of higher education

Dance teachers' competency

1. Definition of Competency

Dance teachers' competency refers to a comprehensive set of abilities required by dance teachers in higher education institutions. These abilities include not only the teaching theories and methods needed by general teachers but also specialized dance skills and performance abilities. In their daily work, dance teachers guide students in artistic creation and performance, participate in campus cultural activities and public performances, enrich students' artistic experiences, and promote cultural and artistic exchanges. Their teaching quality and personal characteristics directly influence students' artistic development and career paths, making training and support for dance teachers crucial. In the current context of dance popularization and commercialization, dance teachers need a broad knowledge base, professional roles, and continuously developing abilities. However, traditional higher education institutions often lack sufficient dance science knowledge, limiting their ability to cultivate professional talent. Therefore, constructing a dance science knowledge framework suitable for dance teachers, combining theoretical knowledge with practical needs, is essential.

Jegere (2020) Dance teachers in higher education institutions form a unique and important group. They need not only the teaching theories and methods required of general teachers but also specialized dance skills and performance abilities. In their daily work, dance teachers play various roles. They guide students in artistic creation and performance, actively participate in campus cultural activities and social performances, enrich students' artistic experiences, and promote cultural and artistic

exchanges with the outside world. The teaching quality and personal characteristics of dance teachers directly influence students' artistic development and future career paths, making their training and support crucial.

Boice (1984) Teacher development and improving teaching are synonymous. This view essentially equates teacher development with teaching development. Albarra Shidiq et al. (2022) Teacher competence is a key component in achieving the goals of teacher education. Teachers' abilities affect their values, behaviors, communication, goals, and practices within the school, supporting professional development and curriculum research. Therefore, Mandal (2018) discussing teacher competence to improve the teaching process in schools is essential.

Banio-Krajnik and Adrianna (2022) Today, in an era of dance popularization and commercialization, the situation of dance teachers is particularly worthy of attention. Risner (2010) In this context, dance education in higher education is at a critical moment in academic history. Pekkarinen et al. (2020) Hence, an excellent university teacher should have a broad knowledge base, fulfill various professional roles, and continuously develop their professional abilities. (Krstić et al. 2020) Students also believe that a qualified university teacher should be evaluated on their humanistic, professional, and teaching qualities, the quality of university education, the teaching process, and learning outcomes. (Mallillin et al. 2019) Therefore, the competence level and skills of teachers are important indicators of their performance.

Chan et al. (2017) The inconsistency in teaching methods, curricula, student experiences, learning strategies, concepts, missions, and compliance from higher education cannot ensure the effective development of general competencies due to the lack of a consensus-based conceptual foundation. Li Ying (2024) Currently, dance science remains a prominent issue in contemporary dance education, particularly receiving considerable attention in professional dance education. However, traditional higher education institutions' dance educators often lack sufficient knowledge of dance science, severely limiting their ability to cultivate professional talent. Thus, it is necessary to combine the theoretical knowledge of dance science research with the practical needs of these institutions' dance educators to construct a dance science knowledge framework suitable for their use. This not only highlights the research value of dance science but also meets the practical needs of dance pedagogy.

Jegere (2020) notes that dance teachers in higher education institutions constitute a unique and crucial group. They not only require the pedagogical theories and methods typical of regular teachers but must also possess professional dance skills and performance abilities. In their daily work, dance teachers assume various roles. They guide students in continual growth through artistic creation and performance. Additionally, they actively participate in campus cultural activities and public performances, enriching students' artistic experiences and promoting cultural and artistic exchanges with the outside world. The teaching quality and personal characteristics of dance teachers directly impact students' artistic development and future career paths. Therefore, nurturing and supporting them is of paramount importance.

2. Components of Competency

Through literature searching, sorting, and analysis, this study has primarily selected eight representative scholars, synthesized six elements (variables) from their research results, and conducted data analysis, as follows:

Hu Lin (2021) in "Research on the Professional Development of Ethnic Folk Dance Teachers" discusses and analyzes the main influences of ethnic folk dance teachers' professional ability on their professional development from three levels: professional ethics, professional skills, and scientific research ability.

Song Juan (2021) in "Research on the Evaluation and Improvement Strategy of Professional Qualities of Sports Dance Teachers in Sports Colleges in China" identifies professional philosophy, teacher ethics, and professional ability and professional knowledge as the three most important dimensions, which also constitute the three first-level indicators in the professional quality evaluation system of sports dance teachers.

Tang Yu (2018) in "Research on the Status Quo and Countermeasures of Professional Development of Sports and Dance Teachers in Colleges and Universities in Hunan Province" analyzed professional ability from four aspects: 1) The overall situation shows better teaching ability and training ability. 2) More attention needs to be paid to and cultivated in scientific research ability and innovation ability. 3) In terms of professional sentiment, the surveyed sports and dance teachers have high

professional ideals and professional self. 4) While a small number of teachers display deficiencies in rational sentiment and moral sentiment, the level of aesthetic sentiment is generally high.

Zheng Shuwen (2016) in "The Professional Development Status of Dance Teachers in Colleges and Universities in Shandong Province" pointed out that good professional ethics and habits, innovative teaching methods, strong professional technical abilities, and the educational level of teachers have a significant impact on the professional development of dance teachers.

Gappa et al. (2007) proposed that factors affecting the professional development of teachers include:1) Performance requirements in teaching, research, social services, and other fields, 2) Colleague relationships and academic connections, 3) Balance between various professional roles and personal and professional lives.

Austin et al. (2007) identified five key issues that are particularly important for the career development of new teachers:1）Good professional ethics, 2）Outstanding performance in teaching and research, 3）Mastering the trajectory of lifelong teaching, 4）Establishing good colleague relationships and professional connections, 5）Balancing work and personal life.

Table 2 Components of competency for dance teachers

Variable \ Scholar	Hu Lin (2021)	Song Juan (2021)	Tang Yu (2018)	Zheng Shu Wen (2016)	Gappa (2007)	Austin (2007)	Score
Professional Ethics	√	√	√	√		√	5★
Educational Level				√			1
Professional Skills	√	√	√	√			4★
Social Service					√		1
Research Ability	√		√		√	√	4★
Teaching Ability		√	√	√	√	√	5★
Organizational Management						√	1

In summary, it was found that the four variables of "professional ethics, teaching ability, professional skills, and research ability" are the commonly concerned factors among scholars, which also reflect that these factors are the main components of competency for dance teachers in universities. This study will also discuss and research these areas.

2.1 Professional ethics

Professional ethics is one of the indispensable qualities of college dance teachers. Good professional ethics can improve the image and reputation of teachers, ensuring that students trust and respect them.

Professional ethics is good behavior demonstrated under the guidance of the Code of Professional Ethics. The professional ethics of college dance teachers need to cover many aspects, such as being responsible for students, adhering to professional norms, and maintaining academic integrity. In addition, as cultural inheritors and enlighteners of the country, college dance teachers shoulder the mission of transmitting, promoting, and carrying forward the excellent Chinese national culture. Therefore, the professional ethics of teachers need to embody social responsibility, so that they not only teach dance skills in teaching practice but also transmit humanistic spirit and cultivate students' noble sentiments.

Li Yanmei (2017) in "The Development and Mission Awareness of University Teachers with Chinese Characteristics" pointed out that:1) In the face of the challenges confronting the current development of university teachers, an attempt is made to introduce the concept of mission awareness and delve into the relationship between the development and mission awareness of university teachers with Chinese characteristics. 2) Efforts are made to overcome the development challenges of university teachers by addressing internal factors and promoting their efficient, free, and comprehensive development. Furthermore, emphasis is placed on. 3) Professional identity,4) Educational mission, 5) Professional norms, and 6) Ethical standards as concrete manifestations of ideological awareness.

Lian Ling and Wang Qian (2022) in "The Relationship between Occupational Mission, Occupational Identity, and Burnout of Ideological and Political

Course Teachers in Universities" found that: 1) Consciously enhancing the sense of occupational mission in their work is an important way to enhance their occupational identity and alleviate occupational burnout. 2) Consciously learning about teachers' professional norms is the main means to help teachers strengthen their sense of identity. 3) Familiarity with teachers' moral guidelines is essential for teachers' professional ethics. 4) University teachers must pay attention to the fundamental issues of ideology.

Zhou Meiling (2023) in "A Study on the Enhancement of Occupational Identity of Young Teachers in Private Universities" explored influencing factors through empirical research and qualitative interviews, further analyzing the factors affecting the occupational identity of young teachers in private universities based on the ERG theory to explore the reasons for problems. Based on this, a path to enhance the occupational identity of young teachers in private universities was constructed. The research found that the need for survival, social relationships, and growth needs positively influence the occupational identity of young teachers in private universities.

Wang Min (2021) in "Research on the Ideological and Belief Education of Young Teachers in Universities in the New Era" pointed out that the ideals and beliefs of teachers not only affect their behavior but also directly influence the establishment of ideals and beliefs in students. This is related to the success or failure of educational work and the quality of education and teaching. It also pertains to the education pattern of universities and the direction of socialist education. University teachers must first align with the state's educational concepts from the bottom of their hearts to guide students in establishing correct ideals and beliefs and to truly become the good teachers that the country needs and the people are satisfied with.
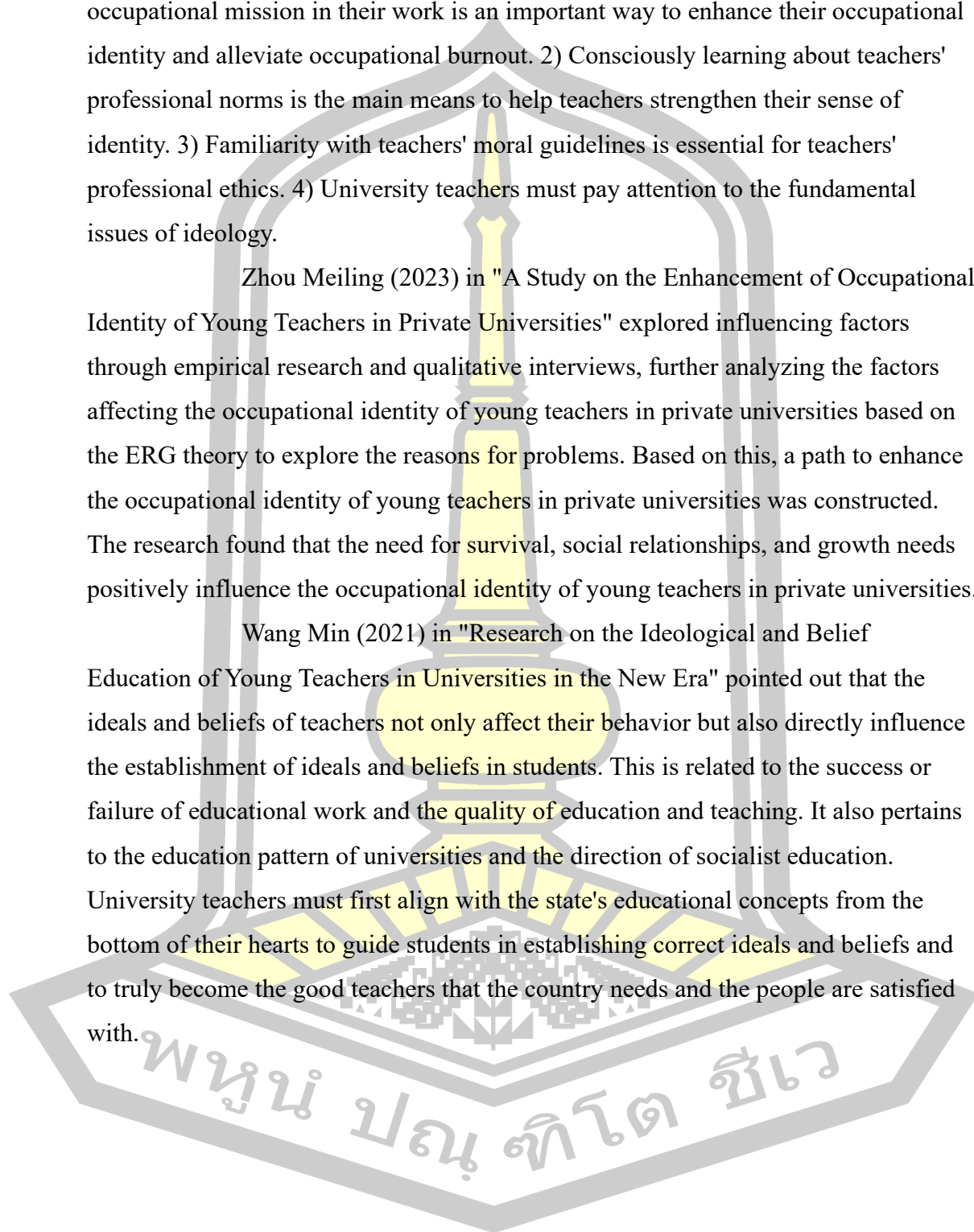
Table 3 Components of Professional ethics

Scholar / Variable	Li Yanmei (2017)	Lian Ling (2022)	Peng Chenchen (2020)	Zhou Meiling (2023)	Wang Min (2021)	Score
Cultivation				√		1
Professional identity	√	√	√	√	√	5★
Education mission	√		√	√	√	4★
Professional norms	√	√	√			3★
Ideological awareness		√			√	2
Ethical standards	√	√	√			3★

It can be seen from the table that "professional identity, educational mission, professional norms, and ethical standards" are the elements of professional ethics that scholars generally focus on.

Professional Identity: College dance teachers need to have a clear understanding and recognition of their profession, understand and firmly believe in their work value and mission. They need to have a strong sense of educational responsibility and self-mission, be committed to providing high-quality education and guidance to students, and constantly promote their own professional growth and development.

Feng Xia (2022) in "A Brief Discussion on the Vocational Identity and Professional Development of Newly Appointed Teachers in Private Universities in China" found that newly appointed teachers in private universities experience confusion in three aspects: career demands, rewards, and professional quality. This confusion is influenced by individual, family, organizational, and social factors. Based on this, the article proposes enhancing the occupational identity of newly appointed teachers in private universities through these four factors, thereby helping them achieve professional development, find social identity, and fulfill the mission of "educating people with morality."

Educational Mission: College dance teachers need to deeply understand that they are guides and role models for students. They should understand the needs and psychology of students, pay attention to humanistic care and emotional

communication in the teaching process, promote students' comprehensive development, guide students to establish the correct world outlook, life outlook, and values, and foster talents with social responsibility, innovative spirit, and critical thinking ability.

Wan Junyi (2009) in "The Mission, Power, and Capability of Professional Teachers in Universities" pointed out that there are varying degrees of problems in the teaching and educating process by professional teachers in universities, such as placing more importance on teaching than educating, only teaching without educating, and neither teaching nor educating. Although there are various reasons for these problems, the relatively insufficient ability of professional teachers in universities is key. It is suggested to take the following measures: strengthen the awareness of professional teachers in universities about teaching and educating, enhance their moral cultivation, improve their knowledge level, and improve the environment of teaching and educating in universities.

Professional Norms: College dance teachers need to comply with corresponding professional norms and regulations, including various management regulations of teaching institutions and teaching standards of education departments. They need to have professional, legal, and fair teaching behavior, strictly control the quality of education and teaching, not favor any student, and follow the principles of education and humanization.

The Chinese Ministry of Education (2018) issued the "Ten Guidelines for Professional Conduct of University Teachers in the New Era," which clarify the professional norms for teachers in the new era and set the basic bottom line for teacher professional behavior. The Guidelines require that all regions and universities immediately deploy the implementation of the Guidelines and adopt various forms to help teachers fully understand and grasp them. They guide teachers to integrate teaching and self-cultivation, and always be self-respecting, self-reflecting, self-warning, and self-motivating, consciously becoming models of moral and ethical education. The requirements of the Guidelines should be implemented in specific teacher management such as recruitment, employment, and assessment, and a "veto" should be implemented for teachers with unprofessional conduct.

Zhao Yang (2019) in "The Formulation and Implementation of the

Code of Professional Conduct for Teachers in the UK" pointed out that the individual and professional behavior standards of British teachers are the basic principles that teachers should abide by in the process of education and teaching. They are used to regulate the attitude and behavior of teachers towards students during teaching activities. These standards answer the questions of what to do and how to do it, and the rules and regulations for teachers are the basic legal and professional norms that teachers must abide by in the process of education and teaching, addressing the question of what is prohibited.

Wuyi (2005) emphasized in "On the Quality and Cultivation of University Dance Teachers" that in the era of quality education, university dance teachers should meet the requirements of the development of the times. They should have good professional ethics, culture, and aesthetics as basic cultivation, and have the multi-faceted quality to adapt to the development of teaching standards and keep pace with the times.

Ethical Standards: College dance teachers need to maintain good moral beliefs and behavior throughout their careers, follow moral norms and professional standards, and maintain justice, fairness, and a good image in the field of education and teaching. They must be honest and trustworthy, not deceive students, and protect the rights and interests of students and their professional development.

Liu Zhizhong (2021) in "Changes in Chinese Higher Education Teacher Development Policy: Themes, Characteristics, and Experiences" analyzed 55 policy texts on the development of university teachers in China from 1949 to 2020 and found that the theme of university teacher development policy has undergone four changes. He emphasized that today's Chinese universities "put teacher ethics assessment as the first and foremost standard of teacher assessment" and "implement the negative list system of teacher ethics assessment and establish teacher ethics files."

Wang Xinqing (2021) in "From 'Good Teacher' to 'Education Expert': The Basic Path of Building Teachers' Ethics and Teaching Style in Colleges and Universities" stated that it is necessary to deeply understand the significance of strengthening teachers' ethics and teaching style in the new era and improve the initiative of building teachers' ethics and teaching style. It is necessary to follow the

basic principles of ethics and master the construction methods of science. Every college teacher should learn from role models such as "people's educators," embodying both "learning" and "love," and strive to be "education experts" who educate people for the party and the country in the new era.

Zheng Xiaodong and Xiao Junxia (2019) in "The Era Value and Practice Path of the Construction of Teachers' Ethics and Teaching Style in Colleges and Universities under the New Situation" emphasized that the construction of college teachers should always prioritize the construction of teachers' ethics and teaching style. They suggested constantly improving the long-term mechanism for the construction of teachers' ethics and teaching style to achieve normalization of these efforts. In the face of outstanding problems in the construction of teachers' ethics and teaching style under the new situation, five suggestions were put forward.

Liao Rong, Zhou Jinjin, and Yang Wenjian (2012) in "On the Necessity of Strengthening the Professional Ethics of College Teachers" emphasized that good teacher ethics is not only the eternal theme of education but also an important guarantee for improving the quality of talent training and enhancing the soft power of colleges and universities. Therefore, strengthening the professional ethics of college teachers is not only the foundation for effectively promoting the construction of teachers' morality but also lays a solid moral foundation for the development of college teachers themselves.

Therefore, the purpose of including "professional ethics" as an integral part of the professional development of college dance teachers in this study is to promote the healthy development of college dance education, improve the quality and professional level of teachers, and provide students with a better educational experience.

2.2 Teaching ability

Teaching ability is the most important ability for college dance teachers. This is because college dance teachers are the main individuals responsible for dance education and need to have strong teaching abilities to achieve better educational results.

First of all, college dance teachers need to have comprehensive teaching skills, including teaching design, lecture demonstration, psychological guidance, and other aspects. Secondly, the teaching ability of dance teachers in colleges and universities also needs to include the ability to evaluate teaching, understand students' performance and needs in a timely manner, and adjust teaching strategies and methods to achieve high-quality dance education. Finally, the teaching ability of college dance teachers also needs to keep pace with the times and pay attention to the integration of educational technology and methods. With the development of digitalization and informatization, teachers need to have the ability to use network technology to assist teaching and better promote educational development.

Jinli (2014) in "Research on the Development of Teaching Ability of Teachers in Local Undergraduate Universities" emphasized that teachers view teaching and education as their duty, and the level of teaching ability represents the quality of teachers. The level of teachers' teaching ability is closely related to teaching quality. Only by effectively cultivating teachers with high teaching ability can the teaching quality and talent training quality of local undergraduate colleges and universities be guaranteed.

Li Yi (2012) in "Research on the Professional Development of Young Teachers in Local Colleges and Universities" analyzed the current situation and existing problems of young teachers' professional development, summarized the causes of the problems, and showed that the professional development of young teachers in local colleges and universities is the harmonious integration of professional knowledge, professional ability, and professionalism. The professional development stages of young teachers can be divided into four stages: pre-service preparation, entry survival, in-service tenure, and disambiguation re-evaluation.

Li Tianlong (2009) in "Research on the Development of Informatization Teaching Ability of Young College Teachers" investigated and understood some young teachers in three selected colleges and universities in Xi'an. He analyzed the internal and external factors affecting the development of young teachers' informatization teaching ability, grasped the basic situation of their informatization teaching ability development, and proposed basic development

strategies for the informatization teaching ability of young college teachers.

Zhi Anran (2013) in "Research on the Development of Teaching Ability of Young Teachers in Chinese Universities" found that although young teachers in colleges and universities have their own advantages, their teaching ability development is unbalanced. Their abilities to control teaching content, teach according to aptitude, lecture without a script, innovate in teaching, reflect, and conduct research are relatively lacking. National policy factors, pre-service training system (postgraduate education), entry training system (pre-service training), and post-service training system (teaching seminars, tutor system, lecture competitions, teaching reflection, etc.) and teachers' personal subjective factors are important factors affecting the development of young teachers' teaching ability.

Table 4 Components of Teaching ability

Scholar / Variable	Xie Qiong (2009)	Hu Yuxiao (2022)	Xie Qiong (2009)	Jin li (2012)	Gong Yuan (2022)	Li Tianlong (2009)	Score
Teaching philosophy	√		√	√			3
Teaching mode	√	√	√		√	√	5★
Teaching tools		√		√	√		3
Teaching method	√	√	√	√	√	√	6★
Curriculum design		√	√		√	√	4★

It can be seen from the table that "teaching mode, teaching methods, and curriculum design" are the elements of teaching ability that scholars generally focus on.

Teaching Mode: Teaching mode is a combination of specific teaching methods selected based on different teaching objectives and characteristics. It can take the form of traditional lectures, seminar-style teaching, practical exploration, or information technology-assisted teaching. By selecting different teaching modes

based on disciplinary characteristics and individual differences, students' learning potential can be brought out, and the effectiveness of education and teaching can be improved. College dance teachers need to select appropriate teaching modes according to different student groups and teaching objectives, tap into students' potential, and promote the improvement of students' artistic insights and performance skills.

Tian Tian (2022) in "Research on Innovative Development of College Sports Dance Teaching under Diversified Mixed Mode," pointed out that new teaching methods such as MOOC and flipped classroom, which have already gained a good reputation in the education field, do not have a significant effect because the popularization and promotion of information technology on the Internet and digital media lag behind. Based on this, the paper deeply explores two mixed modes - online sports dance diversified mixed teaching and online and offline diversified mixed teaching mode - to maximize the satisfaction of college students' sports dance learning needs, improve the teaching efficiency of teachers, and enhance the learning effectiveness of students.

Hu Yuxiao (2022) in "Analysis and Reflection on the Education and Teaching Mode of Contemporary Chinese National Folk Dance," pointed out that in dance teaching, it is necessary to strengthen the education and inheritance of national dance. Currently, there are still some problems in the process of teaching national folk dance in universities, so teachers should actively explore and reflect, improve the teaching effectiveness through ways such as improving the quality of teachers, and help society to cultivate more outstanding talents.

Gong Yuan (2022) in "Research on Innovative Teaching Models of College Dance under the Internet Environment," pointed out that conducting educational activities in the Internet environment is not only conducive to the development of students but also beneficial for teachers to strengthen the reform of dance teaching. It provides favorable conditions for optimizing and upgrading dance teaching forms. However, some universities still have problems with outdated dance teaching models and low efficiency in utilizing Internet resources. Therefore, it is particularly important to explore innovative teaching mode strategies under the Internet environment to improve the quality of college dance teaching.

Teaching Method: Teaching method refers to the specific operational modes in the teaching process, including various forms such as explanation, demonstration, guidance, and exploration. Teaching method is an effective tool to achieve teaching objectives. Only by mastering multiple teaching methods proficiently can teachers make use of different teaching methods according to disciplinary characteristics, student differences, and changes in the teaching environment, thus improving teaching efficiency and benefiting students. College dance teachers need to adopt multiple teaching methods to improve students' learning effectiveness and enthusiasm. Flexible usage of various techniques and strategies is needed to enable students to acquire as much knowledge and skills as possible in the shortest possible time.

Xie Qiong (2009) in "Research on the Professional Development of Art Dance Teachers in Higher Vocational Colleges" pointed out that the development of dance teachers in vocational colleges and universities not only follows the common laws of university teachers but is also constrained by the special influencing factors of the formation and development of art teachers' expertise. Modern art dance teachers in vocational colleges should have five comprehensive qualities, and the current difficulties in teachers' professional development mainly lie in understanding dance teaching and dance education, teaching objectives, teaching methods, teacher quality, etc.

Yumiti (2022) in "Exploration of Teaching Methods for Chinese National Folk Dance Performance Course," pointed out that the Central University for Nationalities takes the "unitary" national dance teaching as the core and considers Han, Tibetan, Mongolian, Uighur, Korean, Dai, Miao, Yi, and Wa nationalities as the units for national dance performance courses, with a rich curriculum. It puts extremely high demands on the teaching ability of teachers. How to improve teaching efficiency with limited teaching time becomes a teaching consideration before entering the classroom.

Cai Xinran (2021) in "A Review of the Development of Teaching Methods in College Dance," mainly analyzed the current research status of the development of dance teaching methods in Chinese colleges and universities. The study found that although the promotion of quality education is being advanced in

current college dance teaching, the improvement of teaching methods in college dance teaching has been neglected. This provides reference data for some research on college dance teaching methods in the future.

Long Xiesi (2022) in "Reflection on Diversified Teaching Methods in College Vocational Dance Education," pointed out that there are still situations in which teachers adopt relatively single teaching methods and students lack active learning in current college vocational dance education. To effectively improve this situation and promote the improvement of vocational dance education quality in colleges, dance teachers need to pay special attention to the application of diversified teaching methods.

Curriculum Design: Curriculum design refers to the teaching outline that guides classroom teaching. A good curriculum design should include teaching objectives, teaching outlines, teaching methods, teaching materials, and other aspects. It should meet the requirements of the subject level, personalized learning needs of students, and educational requirements, to provide a good learning experience and effectiveness. College dance teachers need to develop targeted, systematic, and operational curriculum designs based on disciplinary characteristics and student needs. They need to understand students' age, education level, skill level, and interests, plan teaching progress and difficulty appropriately, establish a reasonable evaluation system and feedback mechanism, and provide students with inspiring learning experiences and authoritative teaching guidance.

Wu Difeng (2020) in "Core Literacy and Dance Curriculum Design," emphasized that the dance content in the curriculum design should be diversified and not limited to the knowledge level of understanding dance genres and dance cultures. Through scientific content arrangement, the focus should be on cultivating "core literacy" in the development of knowledge and skills, non-knowledge skills, and attention to students' inner needs and emotions, to develop individuals with creativity and personality.

Zou Jun and Wang Weiyian (2020) in "Exploring the Use of Dance Elements in Creative Dance Curriculum Design," pointed out that creative dance teaching should focus on students and value the exploration process of dance experience. This must rely on good course design and creative guidance by teachers.

The article suggests that the five major dance elements and their relationships, which are derived from the analysis of Laban movements, should be used as the framework for creative dance curriculum design.

In summary, taking "teaching ability" as an integral part of the professional development of college dance teachers is of great significance to improve the teaching level of college dance teachers, enhance their professional quality and professional ability, and achieve the goal of high-quality dance education.

2.3 Professional skills

College dance teachers need to have a wealth of professional skills, such as dance skills, choreography ability, performance guidance, etc., which can allow them to better guide students and significantly improve the overall image of teachers in the minds of students.

First of all, college dance teachers need to have solid dance skills, master the basic skills and teaching techniques of dance, and build on a comprehensive understanding of knowledge related to dance art to effectively play an educational role and fully utilize the benefits of dance art in education. Secondly, they need to have the ability to innovate, constantly update dance teaching methods, design dance teaching content and methods in a planned way, and create personalized teaching models to meet the needs of students. Finally, they must have teamwork and leadership skills and be able to work collaboratively with professionals in different fields to teach dance effectively.

Sun Liang (2012) in "Research on the Status Quo and Countermeasures of Professional Development of Dance Teachers: A Case Study of Guangxi Province" pointed out that the main factors promoting the professional development of dance teachers are professional knowledge and skills, and the environment for teacher development.

Chen Mengran (2013) in "Basic Standards for the Professional Development of College Teachers" believes that the core elements of teachers' professional standards include two aspects: professional affection and professional quality. She emphasized that professional literacy also includes aspects such as

professional knowledge, professional skills, professional competence, and professional level.

Li Li (2013) in "Research on the Development of Teachers in British Universities" pointed out that the corresponding courses and contents mainly focus on teachers' teaching practice ability, academic ability, management ability, and personal development. The implementation is carried out through face-to-face teaching, online learning, and teleconferencing.

In summary, possessing a robust set of professional skills is crucial for college dance teachers. These skills not only enhance their teaching effectiveness but also ensure they can meet the diverse needs of their students while maintaining a high standard of educational excellence.

Table 5 Components of Professional skills

Scholar Variable	Song Juan (2021)	Li Yan (2017)	Hu Lin (2021)	Liu Zenghui (2022)	Huang Yihua (2014)	Score
Dance demonstration	√	√	√	√	√	5★
Dance creation	√	√	√	√	√	5★
Language communication		√			√	2
Planning and organization	√		√	√	√	4★
Marketing of performances	√		√			2

From the table, we can see that "dance demonstration, dance creation, and planning and organization" are the key elements of dance education professional skills that scholars generally focus on.

The ability to demonstrate dance is an essential professional skill for university dance teachers. Teachers should have a solid foundation of dance skills, be able to demonstrate dance movements to students, and enable students to better understand and master dance skills.

Liu Zhiyin (2014) pointed out in "From Stage to Classroom: A Brief Analysis of How Dancers Successfully Transform into Dance Teachers" that an excellent dancer must have strong demonstration ability in the classroom, as well as the ability to understand movements, characters, and works. The outstanding performance ability of actors depends on rich performance experience, which is a summary of stage performance skills accumulated through long-term practice.

Huang Yihua (2014) in "Multiple Value Considerations of Chinese Ethnic and Folk Dance Teachers in Higher Education of Dance," mentioned that looking back at the 60 years of national and folk dance education, the traditional way of oral transmission and personal apprenticeship has been used until now, and the teacher's demonstration has always been the most direct way for students to understand and learn dance. Regardless of whether the teacher is intentional or not, the student will always be an imitator of the teacher. Therefore, the teacher should first be a performing artist of dance, with excellent and accurate demonstration ability and rich emotional expression in a distinctive style, not only able to win the recognition of the audience and students, but also able to express respect for Chinese ethnic dance culture.

Dance creation is also a necessary skill for university dance teachers. Dance teachers need to have the ability to create dance works, design, and choreograph dance pieces suitable for students according to teaching objectives and student characteristics, and convey their own creative ideas and personal feelings to students.

Li Lingran (2008) in "On the Quality Requirements of Dance Teachers," emphasized that dance teachers should have a sense of pioneering and innovation, diversify dance creation in various forms, actively cooperate with relevant majors, and improve their professional level in their own artistic qualities and sensitivity to art.

Liu Zenghui (2022) in "Exploration of University Dance Creation and Innovative Teaching," emphasized that dance creation is one of the most important teaching contents in undergraduate dance education. Its purpose is to cultivate students' creative thinking and fully tap into their imagination and creativity. At the same time, in the process of dance creation, students can better understand the content

of dance, improve their ability to use body language, and form a good artistic quality.

University dance teachers should also have the ability to plan, organize, and coordinate activities. Teachers need to plan and arrange teaching activities and cultural performances based on the characteristics of the discipline and student needs, and organize and coordinate them. In activities, teachers need to coordinate with students, other departments and institutions, performance groups, etc., to ensure the successful progress of the activities.

Wang Peiying (1999) in "On Dance Planning in Dance Education," pointed out that dance teachers, choreographers, and dancers often lack scientific and systematic works or programs based solely on personal experience, qualifications, and materials, which are always outdated and cannot meet people's artistic enjoyment and needs, let alone promote the main theme. To bridge this gap, we need to find a bridge that can scientifically and logically integrate dance teaching, choreography, and performance effects. The author calls this gap "dance planning."

Li Yan and Li Yuting (2017) in "Teaching Organization and Practice of Dance Performance Program Courses," starting from the nature of the curriculum, talent cultivation, and student performance characteristics, carry out reasonable organization of dance performance program course teaching design to improve the teaching structure and create conditions for the teaching practice of dance performance program courses. At the same time, in practical teaching, it is necessary to establish people-oriented teaching objectives. Whether it is teaching content or teaching methods, it should revolve around talent cultivation objectives, design selective teaching rehearsals, post-creation rehearsals, stage performance practices, and other activities, applying knowledge and skills from various basic courses, and train students into applied dance performers.

In summary, "professional skills" as an integral part of the professional development of dance teachers in colleges and universities plays a very important role in improving teachers' teaching ability and professional quality, stimulating students' interest and creativity in learning, and promoting the healthy development of dance education.

2.4 Research ability

Scientific research ability is an important skill that can help college dance teachers conduct professional in-depth research, which can promote the development of dance education and enhance the competitiveness of teachers themselves, better adapting to the development of society and the times.

First of all, scientific research capabilities enable college dance teachers to deeply explore the theory and practice of dance education, find solutions, continuously promote the development of dance education, improve the quality of education, and adapt to the needs of social development. Secondly, through the methods and means of scientific research, theory and practice can be organized and refined to improve the quality of dance teaching and benefit students. Finally, it is beneficial for college dance teachers to enhance their competitiveness, making them more likely to stand out in the entire industry and promote the development of the dance industry as a whole.

Jing Yuhuan (2015) discussed the teaching ability and scientific research ability of young dance teachers in China, guided by the development policy of dance in higher education in China. The study focused on the scientific research of young dance teachers, discussing their teaching ability and scientific research ability. It is believed that education and research in Chinese universities should still prioritize classroom teaching and research. Dance teachers should pay attention to their own dance art accomplishments, continuously improve their dance art skills, and actively apply them to classroom teaching. This is the most practical and direct requirement for teachers in the development of dance education and scientific research in Chinese colleges and universities.

Zhang Junchao and Liu Xianjun (2014) summarized several regular characteristics of the growth and development of college teachers through the investigation of the growth process of 50 outstanding college teachers in "Exploration of the Regularity and Characteristics of the Growth and Development of Excellent College Teachers." They found that the first three to five years are the best growth period; growth happens in development; planning is crucial in establishing the direction of development; creation follows imitation; and progressive development

occurs through positive interaction between teaching and research.

Wang Lili (2017) in "Research on the Quantitative Evaluation of Scientific Research Performance of College Teachers," emphasized that scientific research is one of the basic functions of universities, a necessary condition for enhancing the international competitiveness of universities, and a necessary link for the professional growth of college teachers. She takes the scientific research performance of college teachers as the research object, based on theories related to the professional development of college teachers and knowledge innovation. She uses scientometrics and intelligent information processing technology, applying quantitative methods and technical paths to explore a more scientific, reasonable, and effective scientific research performance evaluation model for college teachers.

Li Baobin and Xu Xiaodong (2010) pointed out in "Empirical Evidence and Reflection on the Imbalance of Teaching and Research in College Teacher Evaluation" that an important principle of college teacher evaluation is the unity of teaching and scientific research. This promotes the gradual maturity of college teacher evaluation and the progress of teaching and research together.

Shi Junyou (2022) emphasized in "The Optimization of the Management Mechanism of Scientific Research Evaluation in Colleges and Universities" that the scientific research evaluation management mechanism of colleges and universities is crucial for the development of scientific research in colleges and universities. It is an important way to transform scientific research achievements into teaching reform and talent training resources and a key link to promote the professional development of college teachers. This mechanism is related to the level of education management, and corresponding measures are proposed for its optimization.

In summary, "scientific research ability" as an integral part of the professional development of college dance teachers plays a significant role in improving their teaching ability and professional quality, stimulating students' interest and creativity in learning, and promoting the healthy development of dance education.

Table 6 Components of Research ability

Scholar / Variable	Chen Shijian (2013)	Liu Zhanxia (2014)	Tang Yu (2018)	Jing Yuhuan (2015)	Wang Lili (2017)	Score
Literature search and organization	√		√	√	√	4★
Data collection and analysis	√	√	√	√	√	5★
Paper writing and publishing	√	√	√		√	4★
Research topic selection		√	√			2
Professional theoretical	√			√		2

From the table, we can see that "literature search and organization, data collection and analysis, paper writing and publishing" are the key elements of scientific research abilities that scholars generally focus on.

The ability to conduct literature searches and summaries is crucial in research. Teachers need to understand previous research findings and theoretical bases to avoid duplicate research and improve research efficiency. Therefore, teachers need to have skills such as accessing databases, reading literature, and classifying and summarizing literature.

Liu Zhanxia (2014) in "Exploration of Contemporary Art Literature Retrieval Courses in the Background of Information Literacy Education," pointed out that contemporary literature retrieval courses in universities should closely combine the basic requirements of information literacy education and reflect new content and characteristics that meet the requirements of the times. Literature retrieval courses have distinct professional characteristics, and literature retrieval courses in different disciplines have their own specific contents and requirements. Literature retrieval and information literacy education in art colleges should also reflect the characteristics of art disciplines.

The ability to collect and analyze data is crucial in research. Data is

important as it helps in obtaining scientifically rigorous research conclusions. Therefore, teachers need to master multiple data collection methods and statistical analysis techniques, be able to effectively grasp the methods and techniques of data analysis, and develop more scientific and reasonable research designs.

Zheng Rubin and Chen Chuanfeng (2006) in "Research and Implementation of Network Data Collection and Analysis Model," pointed out that literature search data can reflect the level of individual or group academic activities in a certain aspect, which has a certain reference value for the academic evaluation work of school research management departments. How to collect and analyze literature search data of academic network resources? With the changing requirements of network application and the development of network technology, network data collection technology has also become diversified.

Shen Yanhong and Zhang Di (2012) in "Research on Data Preparation in Literature Metric Analysis," pointed out that many scholars use various methods of literature metrics to conduct discipline intelligence analysis, and these analysis studies are very meaningful. Researchers first need to analyze their information needs and then select the appropriate retrieval methods based on their needs.

University dance teachers need to have the ability to write and publish papers. Generally, research results need to be published in academic journals or conferences to demonstrate their research findings and thoughts. Therefore, university dance teachers need to master skills in academic paper writing and publishing, as well as understand relevant norms and requirements.

"Professional ethics, academic level, teaching ability, professional skills, scientific research ability" are studied as the five variables of professional development of dance teachers in colleges and universities, mainly because the image of teachers can be improved through professional ethics and academic level. Teaching ability and professional skills can improve the quality of education and industry standards, and scientific research ability can promote the development of dance education. This provides an effective and actionable program for the professional development of dance teachers in colleges and universities.

Program

1. Definition of program

The basic concept of a program refers to a one-time task with specific objectives under certain constraints—primarily time and resources. This concept was first introduced in Chinese in the 1950s. A program is a unique task with its own set of objectives, often defined as a desired outcome to be achieved within a specific time frame and budget. Programs focus on the process and are dynamic in nature. Unlike routine operations, programs have a clear start and end time, have never happened before under the same conditions, and are unlikely to happen again. Each program is unique, with distinct characteristics different from other programs. The products, services, or tasks produced by a program significantly differ from existing similar products, services, or tasks. Programs have specific requirements for time limits, costs, and performance quality, making their processes unique. Each program has clear objectives, requiring meticulous planning by the program manager under certain constraints to achieve these objectives. Programs necessitate the establishment of a temporary, open organization, where the members and their functions constantly change during execution, and the organization dissolves upon program completion. Programs have high uncertainty, with processes gradually unfolding and various risks lurking within them. Unlike activities that can be tried and retried, programs are irreversible and their consequences cannot be reversed.

In current educational practices and research, improving teachers' abilities can enhance the quality of education, improve students' learning outcomes and overall competence, and refine the teaching methods and strategies employed by teachers in the talent cultivation process. By using programs as a foundation to establish teacher development centers and design scientifically reasonable educational programs, it is possible to effectively promote the improvement of teachers' teaching abilities, foster the comprehensive development of teachers' qualities and abilities, and achieve gradual improvements in teaching quality. Additionally, establishing a sound educational management system and modernizing the concept of vocational education can meet students' actual needs, thereby improving the level of university course teaching. Therefore, developing programs to enhance teacher abilities can improve

teachers' professional level and educational quality, enhance overall teaching quality, and elevate the social reputation of schools.

The basic concept of a program refers to a one-time task with specific objectives, under certain constraints—primarily of time and resources. This concept was first introduced in the Chinese language in the 1950s. A program is a unique task with its own set of objectives, often defined as a desired outcome to be achieved within a specific time frame and budget.

Qiu Ming (2020) pointed out in "Research on the Implementation Effect of the 'Subject Professional Ability Enhancement' Training Program for Junior High School Physical Education Teachers in Hunan Province: Taking the 'National Training Plan' of Jishou University as an Example," that the influencing factors of the implementation effect of the "Subject Professional Ability Enhancement" program training program for physical education teachers include: the impact of trainee learning attitudes, training content, trainer qualifications, training methods, training management, and training conditions.

Xu and Zhu (2021) emphasized in "Exploration of Optimized Design of Teacher Teaching Ability Improvement program under OBE Concept" that using program as a basis is an important way to build and develop a teacher development center. The quality of program influences and determines the quality of teacher development. In response to the issues in past program design where activity arrangements were arbitrary and fragmented, and evaluations were detached from objectives, the paper proposes an optimized design for the key teacher development program based on the outcome-oriented education concept. The paper explores a feasible path for program design under this concept by building consistent designs for expected objectives, activity support, learning participation, and evaluation. This provides a practical and research-worthy design path for teacher teaching ability improvement program.

Qu and Liao (2019) pointed out in "Cultivating Future Teachers: A Study of the Graduate Teaching Ability Improvement program at the University of Michigan Teacher Development Center" that the graduate teaching ability improvement program is implemented by the University of Michigan's Center for Learning and Teaching Research in collaboration with graduate schools, departments, and relevant

university departments. After decades of development, the program has been divided into three categories: graduate teaching assistant development, graduate teacher qualification certification, and cultivating future teachers. The program has formed characteristics such as dedicated teacher development organization implementation, comprehensive program coverage, diverse implementation methods and leaders, and improved organizational network relations during its development. It greatly enhances the teaching effectiveness of graduate teaching assistants as well as the teaching abilities of future university teachers.

Zhang Xue (2020) pointed out in "On the Role of 'Active Teaching Method' in Improving the Teaching Ability of Vocational College Teachers: Taking the World Bank Yunnan Vocational Education Development program as an Example" that during the construction period of the Yunnan Vocational Education program, the training and promotion of the "active teaching method" resulted in a significant improvement in the quality of teaching in the program colleges. Specifically, it has resulted in the cultivation of a large number of teachers with basic vocational skills, especially young teachers, which has reduced the unevenness of teaching abilities among vocational education teachers in Yunnan. It has also transformed the classroom from being about "how to teach" to "how to learn," which is in line with the trend of vocational education teaching reform and has improved learning outcomes. The promotion and use of the "active teaching method" has also spread to other vocational colleges and teachers, leading to an overall improvement in teaching quality.

In summary, by making the improvement of educational quality the core goal and using program as a basis to establish teacher development centers and design scientifically reasonable educational program, it is possible to effectively promote the improvement of teachers' teaching abilities, promote the comprehensive development of teachers' qualities and abilities, and achieve gradual improvement in teaching quality. On the other hand, establishing a sound educational management system and making vocational education more modern and advanced in concept can meet the actual needs of students, which can improve the level of university course teaching. Therefore, developing program to enhance teacher abilities can improve the professional level and educational quality of teachers and enhance the overall teaching quality and social reputation of schools.

2. Components of program

Programs focus on the process and are dynamic in nature. A program plan, on the other hand, is a detailed plan and scheme designed for a particular task or activity. It typically includes goals, scope, time schedule, resource allocation, cost, risk, and quality aspects, aimed at ensuring the successful implementation of the program according to its established objectives. Consequently, a program typically features the following characteristics: constrained by specific limitations of time and resources, unique, process-focused, dynamic, and managed by small teams.

1) One-time event: This is the biggest difference between a program and routine operations. Programs have a clear start and end time, have never happened before, and are not likely to happen again under the same conditions. In contrast, routine operations are ongoing or repetitive activities.

2) Uniqueness: Each program has its own characteristics and is different from other programs. The products, services, or tasks produced by a program have significant differences from similar existing products, services, or tasks. Programs have specific requirements for time limits, costs, and performance quality, and therefore have unique characteristics in their processes.

3) Clear objectives: Each program has clear objectives. A program manager must plan meticulously before implementing a program under certain constraints to achieve these objectives. In fact, all work in the program implementation process is carried out for the predetermined program objectives.

4) Temporary and open organization: A program requires the establishment of a program organization at the outset. The members and their functions in the program organization will change constantly during the program execution, and the program organization will be dissolved when the program is completed. Therefore, the program organization is temporary. A program often requires multiple units to work together, combined through contracts, agreements, and other social connections. Hence, the program organization does not have strict boundaries.

5) Irreversibility of consequences: Programs have a high degree of uncertainty, and their processes are gradual, with various risks lurking within them. Unlike some things that can be tried and retried, a program is irreversible and the

consequences are irreversible.

Based on current educational practices and research, improving teachers' abilities can enhance the quality of education, improve students' learning outcomes and overall competence, and also improve the role of teaching methods and strategies of teachers in the process of cultivating talented individuals.

3. "70-20-10"

The "70-20-10" model originated from the experience-driven development proposed by Morgan McCall, Bob Eichinger, and Mike Lombardo from the Center for Creative Leadership (CCL), a top global leadership development and research institution, in the 1980s. It is also a law of learning and growth. The rule posits that 70% of adult learning comes from challenging tasks on the job, 20% comes from collaboration and insights with others, and 10% comes from formal or virtual classrooms.

The "70-20-10" model refers to a workplace learning model that suggests that the sources of workplace learning include 70% experiential learning, 20% social learning, and 10% formal learning. This model is based on research findings that suggest most career skills are learned not through classroom teaching but through practical experience in daily work and feedback from colleagues or leaders, which is referred to as experiential learning. Social learning refers to learning gained through cooperation, interaction, and communication with others. Formal learning includes traditional academic education and training that usually takes place in classrooms, seminars, workshops, or online platforms. This model is widely used in the field of professional training and development, helping people better understand the nature and ways of workplace learning.

Zhou Xiaoxin (2014) pointed out in "Exploration of Leadership Training and Development program Design Based on the '70-20-10' Concept" that the connotation of the "70-20-10" training design concept includes diversified leadership training and development methods such as action learning, informal learning, and case-based learning. Using postal grassroots managers as an example, the paper discusses the design ideas of a leadership training and development program based on the "70-20-10" concept. It emphasizes that the "70-20-10" concept effectively follows

the laws of adult learning and development, and exploring leadership training and development methods based on this concept is significant for improving the effectiveness and satisfaction of leadership training and development programs.

Ji Yingxin (2009) pointed out in "Dell's 70-20-10 Learning Rule" that Dell focuses on employee development plans and creatively constructs the "70-20-10" employee development system in training management. Dell believes that to do better, it cannot just focus on business results but must constantly cultivate and develop knowledge-based employees, especially in the context of an economic downturn. This is the best way to solve a crisis. Dell's learning and development are based on the "70-20-10" principle. Additionally, this principle is applied to Dell's performance management, recruitment, and other areas of human resource development.

Samantha J. Johnson and Deborah A. Blackman (2018) in "The 70-20-10 Framework and the Transfer of Learning" highlight the importance of developing individual capabilities for organizations to have innovative, transformative, and effective abilities. They emphasize the use of the 70-20-10 framework by practitioners to guide the development of effective learning and development programs. Although this framework has been adopted globally in both the private and public sectors, its effectiveness in terms of learning transfer has not been evaluated. This study uses qualitative data from the Australian public sector to explore how the framework is implemented and whether it contributes to learning transfer in building middle management capabilities.

Alan Clardy (2018) in "70-20-10 and the Dominance of Informal Learning: A Fact in Search of Evidence" redefines the focus of formal and informal work-based learning and revises the role of HRD in organizations, providing suggestions.

Although the "70-20-10" was originally designed for career development, this type of learning model is also important in improving the capabilities of university dance teachers. University dance teachers may need to gain experience through on-campus or off-campus practices to improve their professional skills, which is in line with the experiential learning approach of the "70-20-10". During the teaching process, university dance teachers can also use social learning to collaborate with colleagues, students, and other experts to facilitate skills development. Additionally, university dance teachers can acquire new knowledge and skills through

formal learning, such as attending training and continuing education courses. Therefore, for a capability improvement program for university dance teachers, a comprehensive plan considering the different sources of learning in the "70-20-10" model can be developed to maximize the overall abilities of dance teachers.

Dance Department at Zhengzhou Sias University

1. Zhengzhou Sias University

This study will use the researcher's workplace, Zhengzhou Sias University, as a sample and research object to analyze the current situation of dance teachers.

Zhengzhou Sias University was founded in 1998 and is the first full-time undergraduate institution in Henan Province approved by the Academic Degrees Committee of the State Council to implement overseas bachelor's degree education cooperation programs. It is also one of the first batch of Chinese Ministry of Education-approved higher education institutions for Sino-foreign cooperative education evaluations. In 2018, with the approval of the Ministry of Education, it was converted to an independent private undergraduate college.

The university covers an area of over 2,400 acres and has built more than one million square meters of various teaching buildings with different styles. There are currently more than 33,000 students and over 2,000 faculty and staff, and the ratio of foreign teachers to students is among the highest in the country. There are 18 colleges, 46 undergraduate majors, 30 professional degree programs, and 20 vocational majors. There is also one Sino-foreign cooperative education institution, the Kansas International College, and seven Sino-foreign cooperative education majors. A discipline and professional system has been formed, with management, engineering, and literature as the backbone, and coordinated development of nine major disciplines: management, engineering, literature, economics, art, education, law, science, and medicine.

（Source: https://www.sias.edu.cn/yyxjxy/）

Zhengzhou Sias University is committed to building a high-level applied university with an international perspective, and music and dance are among its advantageous subjects. The art education program has achieved significant

accomplishments and notable features, primarily reflected in the following aspects:

Firstly, the music and dance department has an excellent faculty team, consisting of renowned music and dance education experts and scholars from both domestic and international backgrounds, as well as professional performing artists with rich teaching experience. This strong combination of teachers provides students with a solid foundational education and high-quality dance instruction.

Secondly, the art education program focuses on cultivating students' comprehensive qualities and practical abilities, encouraging them to expand their horizons and skills through coursework, club activities, competition performances, and other avenues. During their time at the university, art majors have opportunities to participate in various performances and competitions, accumulate practical experience, broaden their life perspectives, and enhance their overall quality.

Thirdly, the art education program offers a rich curriculum with reasonable course settings, providing students with multiple choices. The university also focuses on providing high-quality educational resources in various aspects, such as textbooks, practices, teaching methods, extracurricular activities, and domestic and international exchanges.

Fourthly, the art education program at Zhengzhou Sias University possesses clear international characteristics. The university emphasizes international exchange and cooperation, has established cooperative relationships with many domestic and foreign art colleges, and has conducted multiple international academic exchange activities.

2. Dance Department

The Dance Department at the School of Music and Drama, Zhengzhou Sias University, is one of the key teaching departments of the university, dedicated to cultivating applied dance talents who meet the needs of socialist modernization and develop in an all-around way in terms of morality, intelligence, physical education, aesthetics, and labor. The department includes the Art Dance Teaching and Research Office and the National Standard Dance Teaching and Research Office, with 19 full-time and part-time teachers and over 200 students. The Dance Department boasts advanced teaching facilities, including 13 professional rehearsal halls, 2 teaching

experimental theaters, 1 dance video creation laboratory, 1 audio-visual data room, and 3 dance costume rooms, providing students with an excellent learning and practice environment.

The Dance Department offers a rich variety of courses, including Introduction to Dance Art, Chinese and Foreign Dance History, Ballet, Modern Dance, Classical Dance, Chinese National Folk Dance, Dance Choreography, and Latin Dance. These courses emphasize basic skills training and professional skills improvement while also focusing on the cultivation of artistic literacy and creative thinking. In recent years, original dance works created and performed by the faculty and students of the Dance Department have won numerous awards in various professional competitions, such as the China Dance "Lotus Award," the National Dance Competition "Wenhua Award," and the National College Student Art Exhibition.

The Dance Department at Zhengzhou Sias University aims to become a leading dance education institution in China by optimizing curriculum design, strengthening faculty development, and enhancing research levels. The department aspires to continue providing high-quality educational resources and development opportunities for students, helping them achieve their dreams in the field of dance art.

（Source: https://www.sias.edu.cn/yyxjxy/gywm/wdzy.htm）

3. Current State Analysis of Dance Teachers' Competency

1) The professional ethics and demeanor of university dance teachers need to be further improved

After investigating the professional development of dance teachers in colleges and universities, several problems were identified. Firstly, some teachers exhibit poor morality and lack good professional ethics. Secondly, there is a shallow awareness of education, with a lack of comprehensive attention and understanding of students. These issues negatively impact the quality of dance teaching in colleges and universities and hinder the growth of students.

Ye Ling (2018), in "Research on the Impact of Professional Qualities of Dance Teachers in Local Colleges and Universities in Jiangsu on the Development of

Disciplines," shows that factors affecting the professional development of dance teachers in colleges and universities include professional ethics, cultural literacy, and writing ability.

Wei Shuguang (2020), in "On the Professional Ethical Quality and Professional and Technical Ability of University Sports and Dance Teachers," reveals problems current dance teachers face in five aspects: professional ethics, intellectual quality, physical quality, psychological quality, and temperament. This discussion is significant for strengthening and improving the development and deepening the teaching of dance in ordinary colleges and universities.

Wei Rongfan (2007), in "Research on Self-discipline of College Teachers," affirms that the mainstream of college teachers' ethics and self-discipline is generally in a good state. However, there are significant issues that cannot be ignored. Some teachers lack professionalism and job responsibility, showing slackness in learning and work. They often neglect to update their knowledge, absorb advanced educational theories, and change outdated educational concepts. Additionally, they do not hold themselves to high standards or take responsibility for teaching, students, and other work-related duties.

2) The education philosophy is backward, and the teaching methods are monotonous

In the collation of relevant literature, it is found that the backward concepts of dance education and the phenomenon of a single teaching mode negatively impact teachers' professional development and the effectiveness of dance teaching. In the traditional teaching mode, college dance teachers usually focus solely on teaching skills and techniques while neglecting the cultivation of students' comprehensive qualities, which contradicts the modern concept of dance education. Furthermore, traditional teaching methods fail to provide personalized instruction based on the needs and characteristics of different students, which adversely affects students' learning efficiency and interest.

Therefore, more and more educators advocate for the concept of "diversity" in teaching, which includes respecting the unique characteristics of students and paying attention to their individual situations. By introducing diversified teaching methods, such as group work, program-based inquiry, and multimedia teaching,

students' interest and motivation can be better stimulated. Additionally, practical teaching activities that allow students to better combine theory and practice are effective models for realizing "teaching and learning."

Warren (2008) pointed out in "The Status Quo, Problems and Countermeasures of the Quality of Professional Teachers in Higher Vocational Colleges" that current dance education management institutions are imperfect, teaching management is lacking, dance teachers are generally in short supply, teacher levels are low, teaching materials, content, and forms are limited, the theoretical foundation of teaching is weak, teaching methods are outdated, teaching abilities are low, and scientific research awareness is poor.

Du Jingge and Liu Xiaoli (2018) analyzed the characteristics of young dance teachers in colleges and universities and the composition of teaching abilities in "Research on the Teaching Ability of Young Dance Teachers in Colleges and Universities." They found issues such as insufficient educational cognition, backward educational concepts, and a single teaching mode among dance teachers. They proposed optimizing the teaching ability of young dance teachers from three aspects: the cultivation of dance subject teaching ability, the improvement of general teaching ability, and the enhancement of dance teaching cognitive ability.

3) The creative ability of dance is weak, and the accomplishment of teaching output is insufficient

In the collation of relevant literature, it is found that the dance creation ability of college dance teachers is weak, resulting in limited social influence.

First of all, teachers' creative ability is limited, which is mainly related to the educational system and curriculum. In most colleges and universities, dance education still primarily focuses on teaching dance skills and techniques, and teachers lack practice and experience in dance creation. This makes it difficult to effectively cultivate students' creative abilities in teaching. Secondly, many teachers only engage in scattered creative attempts and explorations and lack systematic and in-depth learning. This affects the creative ability and professional level of teachers and limits the output of teaching results. As a discipline dominated by stage performances, the social influence of dance is naturally not high, which hinders the professional development of dance teachers.

Zhang Ge (2020) pointed out in "Research on College Dance Choreographer Education Based on Innovative Ability Training" that most current college dance choreographer education is still very rigid, applying the single teaching methods of many years ago without innovation, focusing only on skill teaching and ignoring the cultivation of innovative ability.

Liu Qiutong (2017) noted in "Discussion on the Course Construction of Applied Dance Choreographers in Comprehensive Colleges and Universities" that dance teachers should be able to create excellent dance works through their teaching outcomes. These works can be performed in public and participate in competitions, thereby serving society.

Lu Mingyun (2015) in "Exploring the Factors Influencing the Professional Development of Sports and Dance Teachers" summarized the main factors affecting the professional development of dance teachers. These include the need for optimization of venue facilities, improvement of teachers' professional skills, and enhancement of teachers' scientific research abilities.

4) The research ability is generally insufficient

In the field of dance teaching in colleges and universities, teaching achievements and scientific research levels are among the important criteria for measuring teachers' professional development. However, in practice, the scientific research ability of dance teachers in colleges and universities is generally insufficient, resulting in a lack of teaching achievements, which brings great challenges to their professional development.

To address this problem, many universities have adopted a series of measures, such as encouraging teachers to participate in scientific research program, organizing scientific research seminars, and establishing research teams. These measures can help improve teachers' scientific research capabilities and promote the enhancement of teaching standards. In addition, college dance teachers should continuously improve their theoretical literacy and practical abilities, grasp the direction and trends of educational development, keep pace with the times, and unify their scientific research levels with teaching achievements.

Zheng Shuwen (2016) pointed out in "The Professional Development Status of Dance Teachers in Higher Education in Shandong Province" that the scientific

research and academic levels of teachers are low. Expert interviews revealed that college dance teachers generally find their teaching workload large, leaving no time for continuing education or focused research. Consequently, only a few college dance teachers have published books, and the highest level of topics undertaken are only at the provincial and ministerial levels.

Huang Lifang (2010) noted in "The Influencing Factors and Development Countermeasures of Scientific Research Ability of Sports and Dance Teachers" that weak scientific research awareness, insufficient understanding of professional theoretical and related knowledge, and low academic qualifications and professional titles are the main adverse factors affecting the development of scientific research ability. Additionally, there is a serious shortage of sports and dance teachers, a large workload, a shortage of research funds, and a poor academic atmosphere.

Lv Chunzuo (2008) in "Research on the Professional Development of Young Teachers in Colleges and Universities" analyzes the situation, characteristics, and existing problems of young teachers in colleges and universities from multiple perspectives, such as quantitative changes, teaching and research, physical and mental health, and role play. The study provides guiding principles, theoretical models, influencing factors, main problems, development program, and development models for young teachers in colleges and universities.

3.1 Influencing Factors on Dance Teachers' Competency

1) Teaching environment

The teaching environment mainly includes teaching facilities, teaching atmosphere, etc., and the improvement of the teaching environment will promote the professional development of college dance teachers to a certain extent. Firstly, the teaching environment is the foundation of teaching quality. Secondly, a good teaching environment helps to improve the effectiveness of teachers. Thirdly, a good teaching environment helps to shape a positive educational and cultural atmosphere. Therefore, colleges and universities should strengthen the construction of the teaching environment and create a better educational setting for the development of professionalism and the unique characteristics of education.

Sun Liang (2012), in his analysis of the main factors hindering the professional development of dance teachers in "Research on the Status Quo and Countermeasures of Professional Development of Dance Teachers: Taking Guangxi Province as an Example," concluded that their own ability is insufficient, the school system is not perfect, and the learning and research atmosphere of the school is lacking. High work pressure and burnout also contribute to the problem. It can be seen that the factors affecting teachers' professional development are mainly reflected in their insufficient abilities and the overall environment of the school.

Tang Wei (2018) pointed out in "Research on the Status Quo and Countermeasures of Professional Development of Sports Dance Teachers in Colleges and Universities in Hunan Province" that, in addition to the high requirements for their own professional quality, the sports dance teaching environment also has a certain impact. According to the interview results, the hardware environment includes sports venues and sports dance teaching equipment, while the software environment includes the teaching atmosphere and school-related policies and systems.

Liu Shixin and Shi Junchuan (2020) discussed the teaching environment problems faced by college dance teachers in "Research on the Teaching Environment of College Dance Teachers." They analyzed the issues in the construction of teachers, teaching facilities, and equipment, and put forward relevant countermeasures and suggestions.

Yang Xiaohua (2019) analyzed the current situation of the dance teaching environment in colleges and universities through investigation and analysis in "Analysis and Optimization of the Current Situation of Dance Teaching Environment in Colleges and Universities." He evaluated the problems of teachers, educational facilities, and equipment and proposed specific countermeasures to improve the teaching environment.

2) Institutional guarantee

Institutional guarantee refers to the sound regulations, policies, rules, etc., formulated by corresponding colleges and universities or education departments to provide legal and institutional support and assurance for the professional development of college dance teachers. These include the appointment system, promotion system, assessment, and evaluation system. Firstly, institutional guarantees

are crucial for teachers to have fair opportunities. Secondly, institutional guarantees form the basis for recognizing teachers' teaching achievements. Thirdly, institutional guarantees stimulate teachers' enthusiasm for teaching. As a significant factor affecting the professional development of college dance teachers, institutional guarantees have a profound impact on their professional growth. This necessitates continuous attention from the entire education sector and universities, as well as efforts to improve and innovate systems and policies to create a fair, healthy, and sustainable high-quality growth environment for college dance teachers.

Wang Hengan (2011) expounded on the current situation of university teacher development in China in "A Brief Analysis of the Influencing Factors of College Teacher Development," focusing on several important factors such as the degree of democratization of school management, the academic environment and working conditions of schools, academic "inbreeding," university experts holding administrative positions, and university professors with tenure.

Wei Jianguo and Tang Qiuli (2023) emphasized in "Analysis of College Teacher Teaching Evaluation Reform and Innovation in the New Era" that the teaching evaluation of college teachers is related to the development orientation of the entire higher education sector and is a core issue that has always received great attention from society. How to promote the reform of teaching evaluation of college teachers and encourage them to practice the fundamental mission of teaching and educating people is a key aspect of promoting the high-quality development of higher education in the new era.

Du Weixian (2018) pointed out in "The Improvement of the Professional Title System for College Dance Teachers" that there are problems in the professional title system of college dance teachers. He conducted research on these issues, proposed suggestions for improving the system, and aimed to further enhance the professional development of college dance teachers.

Li Xin (2020) conducted research on the institutional issues of college dance teachers' teaching tasks, professional employment, title evaluation, career development, and teacher ethics construction in "System Construction in the Professional Development of College Dance Teachers," and proposed some relevant countermeasures.

3) Development channels

Development channels refer to the various avenues and methods that support the career planning and development of college dance teachers. The challenges and opportunities for the professional development of dance teachers in colleges and universities are closely tied to these development channels. According to the literature, development channels can: 1) Involve career development opportunities. 2) Influence the direction of career development. 3) Affect professional quality and independent development ability. 4) Relate to the development and evaluation of college dance teachers in terms of duties, positions, and salaries.

Wang Ju and Ding Hui (2019) studied the professional development of college dance teachers from the perspective of the sustainability of development channels in "Research on the Sustainability of College Dance Teachers," and proposed relevant countermeasures and suggestions on how to build sustainable development channels.

Huang Cuihua and Zhou Min (2012) discussed the professional development of college dance teachers from the aspects of career development and human resource management, and proposed relevant countermeasures and suggestions.

Tang Yu (2018) pointed out in "Research on the Status Quo and Countermeasures of Professional Development of Sports and Dance Teachers in Colleges and Universities in Hunan Province" that the participation of sports and dance teachers in colleges and universities in Hunan Province is uneven. Most teachers are selected by the school or spontaneously organize to participate, resulting in many such training opportunities throughout the year, while a small number of teachers rarely have such learning opportunities for various reasons, sometimes not even once a year. These two situations can cause the gap between the professional development of sports and dance teachers in colleges and universities in Hunan Province to widen, with the good getting better and the bad getting worse, which is not conducive to overall development.

3.2 Methods to Enhance Dance Teachers' Competency

1) Improve the teaching environment to promote competency

Some studies have shown that improving the teaching environment can increase dance teachers' enthusiasm, enhance teaching satisfaction, and improve students' learning experience and effectiveness. The specific methods are as follows: 1) Providing good teaching facilities and technical support can help teachers better implement their teaching and attract more outstanding students. 2) Supplying teachers with rich teaching resources, such as literature, courseware, information, and practical experience, can foster teaching creativity and improve teaching quality. 3) Strengthening cooperation among teachers can facilitate the sharing of teaching experiences and methods, encourage mutual support, and further enhance teaching effectiveness.

Zheng Chunlei and Ma Yuan (2019) proposed feasible improvement measures in the teaching environment for college dance teachers, such as enhancing teaching venues, equipment, and multimedia technology, in "Research on Teaching Environment Improvement Measures for College Dance Teachers."

Tang Yu (2018) pointed out in "Research on the Status Quo and Countermeasures of Professional Development of Sports and Dance Teachers in Colleges and Universities in Hunan Province" that strengthening the construction of sports dance conditions and optimizing the teaching environment play a crucial role in the professional development of sports dance teachers. Analyzing the current teaching environment of sports dance in colleges and universities in Hunan Province, he noted that while the hardware environment of major universities is relatively adequate, it can be further optimized. For example, making sports dance classrooms network-enabled and equipped with networked TVs would allow students and teachers to stay updated on sports dance information in real time, facilitate online video learning, and regularly watch training and competition videos to analyze and enhance their professional development.

Wang Zhao and Ding Hui (2018) proposed methods and processes for establishing a college dance teaching environment evaluation index system in "Establishing a College Dance Teaching Environment Evaluation Index System" and

discussed how to promote the professional development of college dance teachers.

2) Strengthen institutional safeguards to ensure fair promotion

The establishment of a sound system guarantee can ensure fair competition and promotion opportunities for dance teachers in colleges and universities, thus promoting professional development. The key aspects include: 1) Establish a fair and just education evaluation system: This includes regular assessments, evaluation of dance teaching achievements, and discussions of teaching work. Ensuring that employees can easily enter the management assessment system will help them get promoted or receive rewards through this system. 2) Establish a scientific title promotion system: This involves improving the employment system, promotion standards, evaluation methods, and processes. This system should fully demonstrate the professional quality, achievements, educational experience, and other abilities of employees to effectively promote their professional development.

Wang Hui and Wang Siyi (2014) discussed countermeasures and suggestions for optimizing the promotion system to enhance teachers' professional development and ensure promotion fairness in "Construction and Optimization Measures of the Promotion System for College Dance Teachers." They analyzed the current situation and problems of the promotion system for college dance teachers.

Wang Hengan (2011) summarized the ways and measures for the development of university teachers in "A Brief Analysis of the Influencing Factors of College Teacher Development." He emphasized establishing and improving rules and regulations for the development of college teachers according to the actual situation of colleges and universities. This approach gradually forms an educational mechanism with school organization and coordination, active cooperation of colleges and departments, and active participation of individual teachers, which is the fundamental guarantee for teacher development.

Wang Shu (2020) studied the problems existing in the promotion system of college dance teachers in "Research on the Optimization Plan of the Promotion System of College Dance Teachers." She proposed an optimization plan to ensure the fairness and justice of teachers' professional development.

3) Unblock development channels and build a growth platform

Colleges and universities should provide teachers with good career

development opportunities, such as participation in domestic and international teaching seminars and academic conferences, which can enhance teaching visibility and professional levels. Additionally, providing support for professional title promotion and scientific research can help teachers better integrate into the development of their disciplines. Strengthening the training of dance teachers in areas such as professional skills, scientific and technological innovation, and management skills is also crucial. Furthermore, establishing a rewarding incentive mechanism can better motivate employees' innovative spirit and educational improvement, thereby supporting the professional development of teachers.

Tang Yu (2018) pointed out in "Research on the Status Quo and Countermeasures of Professional Development of Sports and Dance Teachers in Colleges and Universities in Hunan Province" that building a learning platform and strengthening post-service training for sports and dance teachers are not only conducive to improving their professional knowledge level and literacy but also broaden their professional horizons. This is an important way for teachers to change their concepts and update their knowledge. From the school level, schools should encourage and support the continuous learning of sports dance teachers, providing both moral and material support to improve their enthusiasm for professional learning.

Cao Shan and Cao Cailan (2020), in their study "Research on the Construction of College Dance Teachers' Growth Platform," examined the basic requirements and current situation of the professional development of college dance teachers. They provided suggestions and plans for building a growth platform to improve teachers' development ability and level.

Hao Fei (2019), in "Exploration of the Professional Growth Path of College Dance Teachers," studied the current situation and existing problems in the professional growth of college dance teachers. He proposed countermeasures and suggestions such as establishing growth paths, strengthening training, and building support platforms.

Policy of higher education

This chapter explores the policy of higher education, with a particular focus on the professional development policy for Chinese university teachers. First, we will

review the stages of policy development for Chinese university teachers' professional development and analyze the current policies in place. Next, we will compare the professional development of university teachers in the United State and China, examining the models of professional development in the U.S. and the current situation and challenges in China. Through comparative analysis, we aim to reveal the impacts of different policies and practices on teachers' professional development and provide valuable insights for further improvement and optimization of teacher development policies.

1. Professional Development Policy for Chinese University Teachers

1.1 Policy Development Stages

The theory of historical institutionalism suggests institutional change can be triggered by key turning points. The define key turning points as "an important turning point in historical development that can affect historical processes, also known as institutional breaking points, conflict eruption points, turning points, watershed events, or critical decision points, etc." This perspective underscores the significance of pivotal moments in shaping the trajectory of institutional evolution.

The using key turning points to mark the stages of policy development for the professional development of university teachers can not only trace the driving reasons and key elements of institutional change but also explore the impact and trend of institutional change. This approach is beneficial for revealing the important laws of institutional change.

Based on this, the development process of policies for the professional development of university teachers in China is divided into four stages using the key turning points of 1949, 1978, 1995, and 2012.

Table 7 Timeline of policy development for the professional Development of university teachers in China

Time stages	Key nodes	Examples of important policy documents	Amount of text
1949-1977	The People's Republic of China was established.	The "Interim Measures for the Further Education of University Teachers" was enacted in 1953.	11
1978 -1994	The Third Plenum of the Eleventh Central Committee was held.	The "Interim Measures for Key National Colleges and Universities to Accept Further Education Teachers" was enacted in 1980, and the "Trial Measures for Higher Education Institutions to Accept Domestic Visiting Scholars" was promulgated in 1986.	11
1995- 2011	The "revitalizing the country through science and education" strategy was proposed.	The "Training Program for Higher Education Teachers" was enacted in 1996.	20
2012-	The 18th National Congress was held.	The "Opinions on Establishing and Improving a Long-term Mechanism for Ethical Construction in Colleges and Universities" was promulgated in 2014.	13

As can be seen, since 2012, the professional development of university teachers in China has entered a new stage. There has been a significant increase in the use of keywords related to "teacher ethics" in relevant policy documents issued by the Chinese Ministry of Education.

Table 8 Word frequency search terms (2012—)

Theme words and their frequencies	
Teachers' ethics (268)	Innovation (219)
Development (207)	System (159)
Mechanism (159)	Teaching (158)
Assessment (139)	Team (138)
Ideology (102)	Youth (102)
Capability (96)	Politics (83)

In terms of fostering teacher ethics, since the 18th National Congress of the Communist Party of China proposed that "cultivating morality is the fundamental task of education," the State Council issued the "Opinions on Strengthening the Construction of the Teaching Staff" in 2012, emphasizing the implementation of a "one veto system" for teacher ethics performance. Following this, the "Opinions on Strengthening the Construction of Young Teachers in Higher Education Institutions," jointly issued by the Ministry of Education and other departments in 2012, stated that "serious misbehavior and those who have a bad impact will be subjected to serious penalties or revocation of teacher qualifications in accordance with relevant regulations." In 2014, the Ministry of Education issued the "Opinions on Establishing a Sound and Long-Term Mechanism for the Construction of Teachers' Ethics in Higher Education Institutions," which highlighted "innovative teacher ethics education, strengthening teacher ethics propaganda, improving teacher ethics assessment, strengthening teacher ethics supervision, focusing on teacher ethics incentives, and strictly punishing teacher ethics violations" as the main measures for the teacher ethics construction mechanism.

Since then, the cultivation of teacher ethics in higher education institutions has entered the realm of institutional and mechanism norms. The "Opinions on Further Strengthening and Improving the Construction of Teachers' Ethics" issued by the Ministry of Education in 2015 specifically listed outstanding issues in teacher ethics construction, such as ridiculing students, promoting teaching materials to students, and soliciting or accepting financial resources from students and

parents. These issues were also addressed in the "Guiding Opinions on Deepening the Reform of the Evaluation System for Higher Education Teachers" in 2016 and the "Opinions on Strengthening and Improving the Construction of Teacher Ethics and Professional Conduct in the New Era" in 2019. These documents stated that "teacher ethics assessment should be placed as the foremost and first criterion of teacher evaluation" and that "a negative list system for teacher ethics assessment should be implemented, and teacher ethics files should be established."

In summary, from the perspective of researchers who have delved into the literature, the development of policies for enhancing the professional development of university teachers in China has evolved through distinct stages, notably marked by key turning points. The significance of these turning points in triggering institutional change, while highlights the utility of identifying such points for understanding the driving forces behind policy evolution. Notably, since 2012, there has been a discernible shift in focus towards fostering teacher ethics in Chinese higher education institutions. This shift is evident in policy documents introduced following the 18th National Congress of the Communist Party of China, which underscore the importance of morality cultivation and introduce measures like the "one veto system" and a negative list system for teacher ethics assessment. Subsequent policies have further emphasized the importance of teacher ethics assessment and underscored the evolving regulatory framework aimed at promoting teacher ethics and professional conduct. Overall, this literature provides valuable insights into the trajectory of policy development for the professional growth of university teachers in China, highlighting key milestones and areas of focus for future research and policy implementation.

1.2 Current Policies

On January 15, 2017, the Teacher Professional Development Research Center of the China Education Society was established in Beijing. The Center adopts a non-profit, academic, and collaborative organizational structure, serving as a national research, exchange, promotion, and service platform for the professional development of teachers across the country.

Starting with promoting the healthy growth of students, the Center

focuses on researching the fundamental laws of teacher professional development, constructing teacher professional development courses, exploring mechanisms for building teacher education resources, innovating teacher training models, and addressing key and difficult issues in the professional development of teachers. The Center is committed to providing direction, guidance, and professional support for the professional development of teachers nationwide.

In recent years (2018-2023), the Chinese Ministry of Education has issued a series of policy documents on the construction of teacher teams and the professional development of teachers.

1) Policies on the development of university teachers in China

The Chinese Ministry of Education (2018) issued an opinion on fully deepening the reform of teacher team construction in the new era, which clarified that "education is the foundation of a century-old great cause, and teachers are the foundation of education." After about five years of efforts, the system for teacher education and training has become basically sound. The career development channels are relatively smooth, a teacher management system with unified rights and responsibilities has been generally established, and the mechanism for guaranteeing salary increases and benefits has become more perfect. Additionally, the attractiveness of the teaching profession has significantly increased. The scale, structure, and quality of teacher teams basically meet the needs of education development at all levels.

By 2035, the comprehensive quality, professional level, and innovation ability of Chinese teachers will be greatly improved, and millions of backbone teachers, hundreds of thousands of outstanding teachers, and tens of thousands of educator-type teachers will be trained and cultivated. The teacher management system and mechanisms will be scientific and efficient, achieving modernization of the governance system and governance capacity of the teacher team. Teachers will actively adapt to new technological changes, such as information technology and artificial intelligence, and effectively carry out education and teaching. The culture of respecting teachers and valuing education will flourish, and teachers will feel happy, fulfilled, and honored in their work, making teaching a profession that others envy.

The improvement of ideological and political qualities involves strengthening the education of ideals and beliefs, guiding teachers to establish correct

views of history, nationality, state, and culture, and enhancing confidence in the Chinese socialist path, theory, system, and culture. It includes guiding teachers to accurately understand the profound connotation of the core socialist values, enhancing their abilities in value judgment, selection, and shaping, and taking the lead in practicing the core socialist values. Teachers will be guided to fully understand China's glorious achievements in education and to run Chinese education well by rooting themselves in Chinese soil.

Increasing support for normal universities involves implementing the action plan of revitalizing teacher education, establishing a Chinese characteristic teacher education system with normal universities as the main body and high-level non-normal universities participating, and promoting collaboration among local governments, higher education institutions, and primary and secondary schools to educate talents.

Supporting high-level comprehensive universities to carry out teacher education involves creating conditions and promoting the establishment of teacher education colleges in some high-level comprehensive universities with a foundation, setting up teacher education majors, and actively participating in the training of teachers in basic education and vocational education.

The goal is to comprehensively improve the quality of university teachers and to build a high-quality and innovative teacher team, focusing on enhancing teachers' professional capabilities and promoting intrinsic growth in higher education. This includes establishing school-level teacher development platforms, organizing training activities, carrying out teaching research and guidance, and promoting teaching reform and innovation.

Deepening the reform of the personnel system for university teachers involves actively exploring the implementation of the total personnel control system for colleges and universities, being strict in the selection and recruitment of university teachers, and conducting a dual examination of ideological and political qualities and professional abilities. It sets strict standards for teacher professional entry, taking pre-employment training and teaching internships as necessary conditions for recognizing teaching abilities and obtaining qualifications for university teachers.

Promoting the reform of the compensation system for university

teachers involves establishing an income distribution mechanism that reflects the orientation of increasing knowledge value and expanding the autonomy of income distribution for colleges and universities. Within the total performance-based wage amount set by the government, universities will be able to independently determine the income distribution method.

Enhancing the social status of teachers involves increasing the recognition of teachers' contributions, vigorously promoting the image of teachers as "role models for the times" and "the most beautiful teachers," conducting selection and recognition of national-level teaching masters and national-level teaching achievement awards, and emphasizing rewards for outstanding frontline teachers who have made significant contributions.

2) Chinese Ministry of Education (2018) released the "Action Plan for the Revitalization of Teacher Education (2018-2022)"

Comprehensive Promotion of Teacher Ethics Education: Draft and implement documents and teacher training course guidelines to strengthen teacher ethics education in teacher training programs.

Promotion of Higher Levels of Teacher Training: Guide and support the establishment of high-quality undergraduate programs in teacher education, and increase efforts in training teachers for compulsory education level schools.

Rural Teacher Quality Improvement: Prioritize poor and underdeveloped areas, particularly counties designated as "concentrated and contiguous poverty-stricken areas" or "national poverty-stricken counties," to supplement all-around teachers for rural primary schools through targeted training and reimbursement programs. Additionally, priority should be given to training teachers with multiple specializations to supplement rural junior high schools, especially in remote and underprivileged areas.

Improvement of Teacher Education Student Quality: Lawfully ensure and improve the status and treatment of teachers, and attract high-quality students to major in teacher education through various incentive programs.

"Internet + Teacher Education" Innovation Action: Make full use of new technologies such as cloud computing, big data, virtual reality, and artificial intelligence. Promote the construction and application of teacher education

information technology teaching service platforms, and encourage teaching methodology transformations that emphasize autonomy, cooperation, and exploration.

Construction of Teacher Education Reform Experimental Zones: Support the construction of a number of reform experimental zones by local governments and various departments including education, development and reform, finance, human resources, social security, and staffing. Collaboratively conduct teacher training and reform efforts between universities and primary and secondary schools. Drive regional teacher education reform comprehensively to improve the overall quality of teacher training.

Development of High-Level Teacher Education Bases: Based on factors such as regional layout, hierarchical structure, scale of teacher education student enrollment, and integration of internal and external teacher education resources, focus on building a number of teacher education bases, leveraging high-level, specialized teacher education institutions to serve as demonstration and leading examples.

Optimization of Teacher Education Professional Development Teams: National and provincial-level education administrative departments should increase support for domestic and overseas visits for teacher education personnel. Encourage and support universities to strengthen subject curriculum and doctoral education in teaching and learning theory.

Construction of Teacher Education Discipline Majors: Establish and improve the subject and major system for teacher education undergraduate, graduate, and postgraduate programs.

Construction of Teacher Education Quality Assurance System: Establish a national database for teacher education fundamentals, create a quality monitoring mechanism for teacher training courses, and publish the "Annual Report on the Quality of Chinese Teacher Education."

3) Chinese Ministry of Education (2019) issued the "Opinions on Strengthening Art Education Work in Higher Education Institutions in the New Era," which aims to enhance art education in higher education institutions and nurture a new generation of artists and art educators in China.

Place the improvement of teachers' ideological, political, and moral

qualities at the forefront, and comprehensively enhance the teaching abilities and quality of art education teachers.

Promote art education teaching reform and innovation, fostering the integration of art education with moral, intellectual, physical, and labor education in higher education institutions. Additionally, integrate art education with various academic disciplines, social practices, and innovation and entrepreneurship education.

Promote cultural inheritance and innovation by using Chinese outstanding traditional culture education as the foundation for nurturing and shaping students at higher education institutions. Furthermore, encourage the creative transformation and innovative development of Chinese outstanding traditional culture.

Improve the ability of higher education institutions to serve society. For example, integrate art education into national and regional development strategies to serve the economic and social development of China. Encourage teachers and students of art education at higher education institutions to strengthen their awareness of serving society, enhance their ability to serve society, and support their involvement in basic education art teaching reform, curriculum, and textbook construction.

4) The Chinese Ministry of Education (2022) and eight other government departments jointly issued the "New Era Basic Education Strong Teacher Plan," which aims to improve the quality of basic education by training and supporting a high-quality and professional teacher workforce.

Improve the ideological and political quality of teachers. Strengthen the construction of teachers' ideological and political education, implement the responsibility system for ideological work, and insist that educators should receive education first.

Strengthen and improve the construction of teachers' professional ethics. Promote the cultivation and nurturing of teachers' professional ethics, and include various standards for professional ethics in the compulsory training of new teachers and in-service teachers.

Establish national teacher education bases. Support the construction of a batch of national teacher education bases, constructing a modern teacher education system with teacher-training institutions as the main body, comprehensive universities

participating at a high level, and teacher development organizations as the link.

Carry out pilot reforms for the construction of a national teacher workforce. Encourage and support localities to carry out pilot reforms for the construction of regional teacher workforces, including teacher education, professional development, personnel management system reforms, and education and teaching research and reform.

Establish a collaborative innovation platform for teacher education. Encourage and support high-level teacher training institutions to establish a collaborative innovation platform for teacher education, promote the sharing of quality curriculum resources, exchange experiences of subject construction, and jointly research educational topics, enhancing the overall level of teacher education in China.

Implement the high-quality teacher talent cultivation plan and continue to implement the outstanding teacher training plan. Train and cultivate a group of educators that lead the development of educational reform, radiate and drive the improvement of teacher quality and ability in the region. Establish a platform that connects teacher training and academic education, support in-service teachers to study and pursue higher education, and enhance their academic qualifications.

Focus on the concept, requirements, and changes in education and teaching methods for basic education curriculum reform, with rural teacher-principal training in underdeveloped central and western areas. Emphasize the influential and driving role of renowned teachers and school principals, and implement the "National Training Plan" every five years, leading comprehensive training for teachers in all regions.

Promote accreditation for teacher education majors, clarify the basic requirements for teacher education and relevant subject evaluations of teacher training institutions, explore the establishment of a "double first-class" evaluation mechanism in line with teacher education laws, and practically promote the primary responsibility of teacher training institutions to deliver quality teacher education and make educated teachers the main assessment index.

Further improve the teacher qualification system. Strictly control the employment of teachers, comprehensively reform the teacher qualification

examination and regular registration system. Teachers must obtain the corresponding teacher qualifications and hold a teacher qualification certificate to work and teach.

Deepen the reform of teacher professional titles and improve the job management system. Fully consider the characteristics and requirements of different regions, sectors, and subjects, further improve the evaluation standards for teacher professional titles, and implement classification evaluations.

Strengthen the protection of teacher salary and benefits. Increase funding guarantees, effectively resolve problems of wage arrears for compulsory education teachers, and unpaid social insurance premiums, pension, and housing provident funds. Fully implement the requirement that the average wage income of compulsory education teachers is no lower than the average wage income of local civil servants, and improve the length of service allowance standards.

Promote the informatization of teacher workforce construction. Build teacher management information systems and teacher qualification management information systems, and improve the management and support functions of the information system, such as the management of teacher training students.

5) Chinese Ministry of Education (2023), The "China Higher Education Forum on Teacher Development and the First Symposium on Higher Education Teacher Development" was held on May 24, 2023, at Renmin University of China. More than 350 people, including leaders of over 100 universities and responsible representatives of higher education teacher development institutions, attended the seminar and fully exchanged their experiences and best practices in teacher development work at their respective universities.

The seminar conducted in-depth discussions on the construction of a higher education teacher development system, the promotion of teacher digital literacy, the reform of teacher assessment and evaluation systems, precision training for teacher professional abilities, and the establishment of teacher development centers.

The seminar fully grasped the connotation of high-level teacher development in the new era, coordinated efforts to enhance ideological and political literacy, deepened the development of moral character and teaching ethics, and improved educational and teaching abilities.

From the aspects of system, planning, approach, and team building, the seminar advocated for innovative reforms, striving to improve the working mechanisms of higher education teacher development in the new era, and implementing practical measures to promote the development of high-quality innovative higher education teacher teams, providing strong support for the cultivation of innovative talents and the connotative development of higher education.

6) Chinese Ministry of Education (2023), The "Work Highlights of the Higher Education Department of the Ministry of Education in 2023" includes a discussion on the professional development of teachers.

Strengthen the construction of high-quality curriculum ideology and politicization, promote the digital transformation and sharing of high-quality curriculum resources, make good use of demonstration program and digital resources, carry out relevant training for curriculum ideology and politicization teachers, and improve the teaching ability of teachers in this field.

Carry out the selection of national teaching achievement awards for higher education (undergraduate level), highlighting the emphasis on cultivating virtue and talent, strengthening reform, innovation, and prioritizing teaching. Focus on frontline teachers, select a group of "new," "genuine," and "authentic" outstanding teaching achievements, and guide teachers to engage in teaching reform research and practice.

In summary, the establishment of the Teacher Professional Development Research Center by the China Education Society in 2017 marked a significant step in promoting educators' professional growth nationwide. This center serves as a platform for research, exchange, and advancement in teacher development. Over the years, the Chinese Ministry of Education has issued policies to enhance teacher development in higher education, focusing on ethics, ideological and political qualities, and establishing teacher education bases. Initiatives like the Action Plan for the Revitalization of Teacher Education and the China Higher Education Forum on Teacher Development demonstrate the government's commitment to fostering a high-quality, innovative teacher workforce. Researchers have identified key themes guiding teacher development, including professional ethics, salary systems, and educational digitization.

According to the policies of the Chinese Ministry of Education in recent years, researchers have summarized 10 keywords for data analysis, including professional ethics, salary system, educational level, professional skills, social services, research ability, organizational management, educational digitization, evaluation system, and teaching ability. Through data analysis, the main goals and guiding principles for the professional development of higher education teachers in the Chinese Ministry of Education in recent years have been identified.
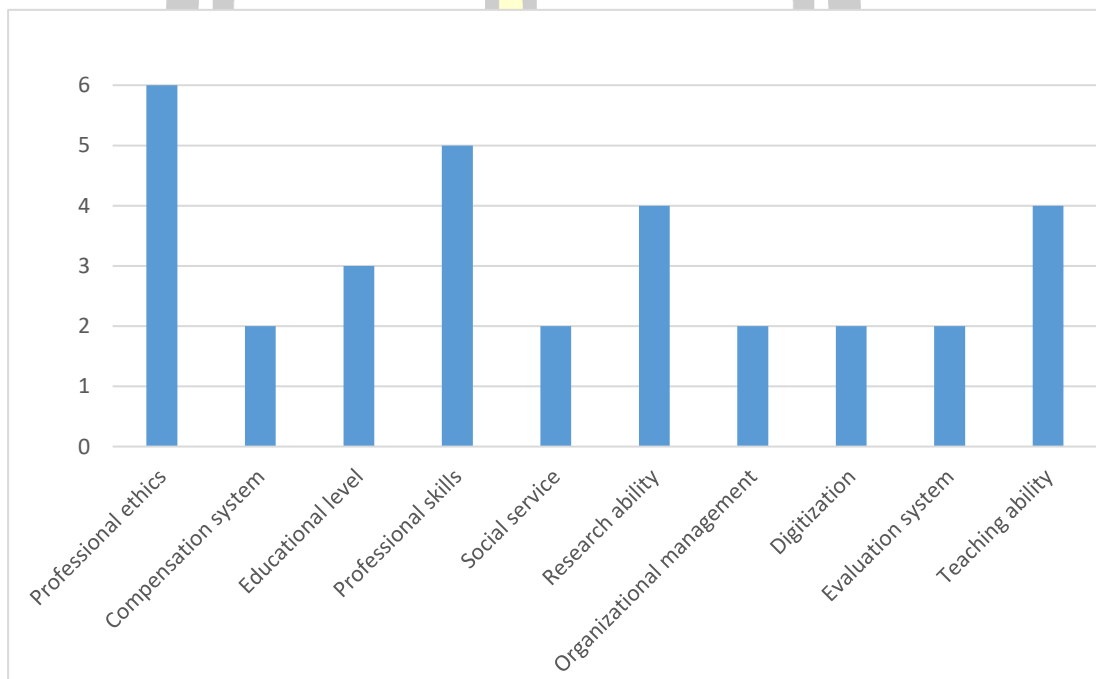
Figure 2 The situation of Chinese education policy（2018-2023）

The charts show that from 2018 to 2023, Chinese Ministry of Education policies prioritize "professional ethics," followed by "professional skills," and "research and teaching abilities," with other areas like "educational level" and "salary system" less emphasized.

Challenges:

1) Building teachers' ideological and political awareness and professional ethics is a long-term task.

2) Improving professional skills and teaching abilities of higher education teachers remains a key focus.

3) The educational level of higher education teachers needs further improvement.

2. University Teachers' Professional Development

The United State is a country that initiated the practice of higher education teacher development at an earlier period on an international level. It has accumulated rich materials and experience in both theoretical exploration and practical implementation. Many researchers believe that the development of higher education teachers and educational reform are core measures taken by the US higher education sector in response to social change. It is a critical strategy and means to ensure the quality of higher education institutions in the US. Western literature in this study is mainly based on research findings from the US.

2.1 In the United State

Jerry G. Gaff & Ronald D. Simpson (1994) identified three stages in the development of higher education teachers in the US:

The first stage, starting from 1800, included traditional policies such as paid academic leave, academic visit funding, and academic conference funding. These policies were designed to enhance the academic qualifications and research capabilities of teachers.

The second stage began in the late 1960s and early 1970s as a response to social change. Amid upheaval in American society, higher education institutions began to implement a series of teacher development programs to address the expanding scale of campus students and the new demands of related parties and organizations. Some funding committees established programs specifically for teacher development, aiming to improve their teaching effectiveness and levels. Despite facing questions and resistance, these programs were gradually accepted and recognized by higher education institutions and teachers.

The third stage began in the 1990s, as teacher development programs entered a stage of widespread and institutionalized implementation. Many higher education institutions established specialized organizations for teacher development. Programs for the professional development of higher education teachers became increasingly diverse and complex, with more teachers participating. Various professional associations, foundations, and higher education institutions collaborated

in the implementation of these programs.

Sorcinelli M. D., Austin A. E., Eddy P. L., et al. (2005), based on the characteristics of different stages of teacher development in higher education, divided the development of higher education teachers in the US into five periods:1) The era of scholars from the 1950s to the early 1960s, 2) The era of educators from the mid-1960s to the 1970s, 3) The era of developers in the 1980s, 4)The era of learners in the 1990s, and 5)The era of online learning since the 21st century.

Table 9 The main characteristics of teacher development in different periods of higher education in the US

Time stage	Age of scholars 1950s-1960s	Age of teachers Mid-1960s-1970s	Age of developers 1980s	Age of learners 1990s	Age of internet 21st century - present
Main objectives	Promote the improvement of scientific research and academic abilities of university teachers.	Enhance the teaching level of teachers.	Increase the vitality of teachers and achieve the development of their abilities.	Improve student's learning.	Respond to the challenges inside and outside of universities through the development of teachers.
Content dimension	Attend academic conferences, obtain advanced degrees, take academic leave, and receive research support, etc.	Teaching consultation, teaching seminars, and discussions.	Career development planning, curriculum development, teaching outcome measurement and evaluation.	Integration of teaching technology, orientation for new teachers, etc.	Increased development programs for future teachers of graduate students, mid-career and lifelong professional development programs.
Organizational structure	Specialized teacher development organizations began to emerge.	The number of on-campus institutions for the development of university teachers continued to increase, and specialized association organizations were established.	The number of on-campus institutions for the development of university teachers further increased.	Professional associations of disciplines also began to organize teacher development programs.	Companies providing services for the development of university teachers have expanded their influence.
Funding sources	Unrestricted program funding within the school.	Private foundations and federal funding agencies that focus on teaching have increased, as well as school-based funding.	Private foundations and school-based funding that focus on improving the vitality of university teachers.	Discipline-specific professional associations, foundations, and on-campus funding.	Continue to maintain diversity.

Source: Xu Yanyu. Faculty development in higher education: The experience of American higher education. Beijing: Education Science Press, 2009:43.

1.3 Starting from the establishment of the first specialized Center for Teaching and Learning at the University of Michigan in 1965, the development of higher education teachers in the US has gradually played an increasingly important role in addressing various problems in higher education. However, different researchers have different understandings of the content of teacher development.

Boice (1984) believes that teacher development is synonymous with improving teaching and promoting instructional improvement. This view essentially equates teacher development with instructional development.

Berquist and Phillips (1975) proposed in their article "The Components of Effective University Teacher Development program " that teacher development consists of three related activities: instructional development, organizational development, and personal development. These activities involve elements such as attitudes, processes, and structures, which are indispensable and constitute a mature and complete teacher development model.

Toombs (1975) believes that teacher development is a comprehensive concept that includes related issues, concepts, and activities, encompassing three dimensions: professional development, curriculum development, and organizational development.

The teacher development is the comprehensive development of teacher members as individuals, professionals, and members of the academic community.

The National Education Association (NEA) (1991) in the book "Faculty Development in Higher Education: Upgrading the Nation's Teaching Force" defines teacher development more comprehensively and systematically, stating that it is primarily centered around four goals: personal development, professional development, organizational development, and instructional development. This definition has been widely accepted by the US academic community, universities, and researchers.

Berquist and Phillips (1975) proposed a new development model based on their previous model of teacher development. This model integrates instructional development, personal development, organizational development, and considers

structure, process, and attitude. The various components overlap and interact, all of which are completed within a certain institutional environment.

Judith M. Gappa et al. (2007), in their book "Rethinking Faculty Work," propose an analysis framework that includes two levels: improving teacher academic productivity and promoting teacher professional development. The framework includes five basic elements in teacher work: equal employment, academic freedom and autonomy, flexibility, professional development, and shared governance. This analysis framework provides a useful tool for understanding the individual needs of teacher development, organizational assistance, and the interaction of institutional environments.
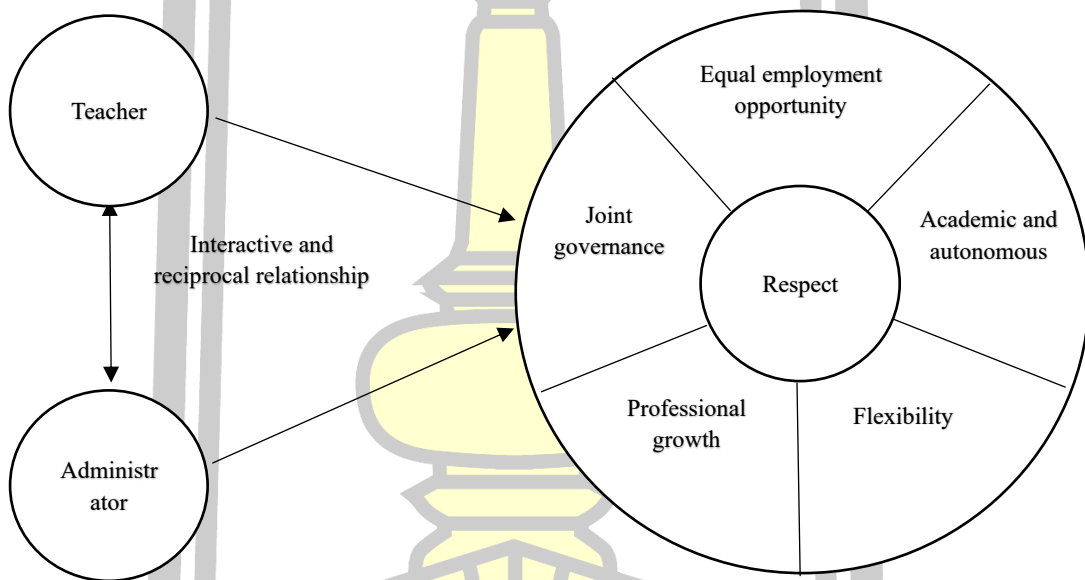
Figure 3 The basic elements that influence the development of higher education teachers

Source: The book "Rethinking Faculty Work," Judith M. Gappa et al (2007).

Kay Herr Gillespie et al. (2001) summarized the experience of higher education teacher development work and proposed some practical strategies in their edited book "A Guide to Faculty Development: Practical Advice, Examples, and Resources." These strategies include supporting teacher development in management, implementing a formal, organized, goal-oriented program, using effective measures to attract teacher participation, and obtaining support from the college and external

funding for teaching, among others.

Boice (1984) found, after examining traditional programs for the development of higher education teachers, that each person forms a relatively stable self-development system and structure in their work, with teacher development being one aspect of self-development. It is difficult to change certain important aspects of higher education teachers. Therefore, teacher development in higher education is a complex and challenging task, with a gap between actual results and expected goals.

From Indiana University, based on a nationwide survey, found that in higher education teacher development programs, a higher proportion of excellent teachers participated in teacher development programs. Conversely, teachers who truly needed help did not take full advantage of the opportunities provided by teacher development programs. The proportion of "excellent teachers who hoped to improve" who participated in teacher development programs was higher than that of "teachers who truly needed to improve." Therefore, higher education teacher development programs should focus on increasing the proportion of teachers who truly need help to participate.

Austin and MaDaniels (2006) proposed that new teachers in the 21st century must adapt to various needs and possess core skills and abilities, including: (1) knowledge and skills in the core areas of teaching; (2) professional attitude and habits; (3) interpersonal communication skills; and (4) conceptual understanding.

Boice (2007) summarized practical career development advice for college teachers in three areas: teaching, academic writing and publishing, and socializing and serving.

Hargreaves (1995) believed that teacher professional development should focus on improving teacher morality and educational emotions.

Franziska (2009) believed that teacher teaching ability includes four aspects: subject knowledge, teaching methods, teaching diagnosis, and teaching management.

Kunter (2013) believed that teacher professional competence includes four aspects: teaching knowledge, professional beliefs, professional motivation, and self-adjustment ability.

McDiarmid (2008) believed that teacher professional competence includes

three aspects: teacher professional knowledge, teacher professional skills, and teacher character.

Based on the above literature, it is found that teacher development programs and activities in American higher education have accumulated a certain amount of experience, are relatively mature, and have received attention from universities, external funding organizations, and higher education associations. Therefore, this research has a solid realistic foundation and motivation. These research results are mostly evaluations and analyses of problems that may exist in existing teacher development programs and activities. The research results will provide valuable evidence for improving subsequent programs and work and have strong practicality and operability. This research path provides ideas and methods that our research can learn from.

In summary, the professional development of university teachers, particularly in the United State, has undergone significant evolution and refinement over time. Initially rooted in traditional policies aimed at enhancing academic qualifications and research capabilities, teacher development programs in the US have progressively adapted to address the changing landscape of higher education and societal demands. Scholars such as Jerry G. Gaff & Ronald D. Simpson and Sorcinelli M. D. have outlined the historical progression of teacher development in the US, highlighting key stages and evolving priorities. Moreover, diverse perspectives from researchers like Boice, Gappa et al., and Austin et al. offer nuanced insights into the multifaceted nature of teacher development, encompassing aspects such as instructional improvement, organizational dynamics, and personal growth. Notably, the literature underscores the importance of tailored support for new teachers, emphasizing core skills, professional connections, and work-life balance. Additionally, practical strategies outlined by scholars like Kay Herr Gillespie provide valuable guidance for institutions seeking to enhance teacher development initiatives. Overall, the wealth of research on teacher development in American higher education offers valuable lessons and frameworks that can inform and enrich similar efforts worldwide, providing a solid foundation for ongoing research and program improvement.

2.2 In China

For Chinese researchers, faculty development is an introduced concept from abroad. The Ministry of Education's Interim Measures for Advanced Studies for College Teachers in 1953, the gradual establishment of three-tier teacher training centers after 1985, followed by the promulgation of policies and regulations such as the 1996 Higher Education Teacher Training Work Regulations and the 1997 Interim Measures for Pre-Appointment Training of Higher Education Teachers, paved the way for legal and standardized development in Chinese higher education teacher training. Governments at all levels of education and universities have launched various types of teacher training activities, and training has become the mainstay for colleges to improve their teaching staff, with powerful institutional support.

Xie Anbang (2003) pointed out in "Self-Development, Standardized Management – Experiences and Lessons from Faculty Development in Foreign Universities" that research in this field primarily focuses on historical retrospectives, experience summaries, problems and their causes, future development trends and policy recommendations, teacher training implementation, training models, training methods, training concepts and mechanisms, teacher incentive mechanisms, appointment systems, assessment and evaluation, and management models related to the development of the college teaching staff.

1) Exploration of Basic Theories on Faculty Development in Chinese Higher Education

Pan Maoyuan (2007) believes that university faculty development, in a broad sense, includes all in-service university teachers, who through various theoretical learning and practical work methods, continuously improve and perfect their professional level, similar to placing university teachers in a lifelong learning system. In a narrow sense, university faculty development specifically refers to the education and improvement of newly-appointed teachers, helping them to quickly and effectively enter their role, adapt to teaching specialization, and demonstrate professionalism and dedication. University faculty development includes three aspects: (1) Academic level; (2) Teacher professional knowledge and skills; and (3) Professional ethics.

Lin Jie (2006) believes that university faculty professional development not only refers to professional planning and autonomy but, more importantly, focuses on the individual professional development of the teacher and the guarantee of their livelihood.

Cao Taisheng and Lu Naigui (2007) pointed out in "Analysis of Teaching Professional Development for Newly-Employed Faculty in Higher Education Institutions" that various self-improvement activities engaged in by teachers in their teaching careers to enhance their personal professional knowledge and skills, improve their teaching practices, and update their teaching concepts, can all be seen as professional development.

Bie Dunrong (2006) in "On Academic Career Ladder and University Faculty Development" discusses the impact of the Chinese academic career ladder on university faculty development from the connotation and characteristics of the academic career ladder, pointing out that the "low threshold of the academic career potential of our academic career hinders the development of university teachers" and that "the closed operation of the academic career ladder system based on colleges and universities is inhibiting the development of university teachers."

2) Comparative Studies on Faculty Development in Chinese Higher Education

Wu Zhenli (2010) in "Research on the Teaching Development of American University Teachers" used research and development, teaching development, initiative development, passive development, personal development, and organizational development as basic dimensions. From the aspects of development content, development status, and development methods, the issue of "how to achieve teaching development" for American university teachers was studied. The study identified self-directed teaching development, practical research-oriented teaching development, and informal loose cooperative teaching development as three ideal ways for university teachers' teaching development.

Chen Suna (2009) analyzed and compared the current situation and historical processes of faculty development in China and the UK from five dimensions: policy, concept, organizational structure, management mode, and incentive mechanism and program implementation.

Chen Mingxin et al. (2009) analyzed the faculty development system in Japanese universities. Based on the current situation of the faculty development system in various Japanese universities, it was divided into three parts: teachers' teaching ability training, teaching evaluation, and teaching reform center. It was believed that moderate macro-control policies, professional consulting organizations, and strong competition among universities were the three main characteristics of the successful construction of the faculty development system in Japanese universities.

Huang Futao (2006) analyzed the content and main models of faculty development from the perspective of international comparison. Based on the analysis of the development background and problems faced by higher education, it was pointed out that the main models in English-speaking countries were department-led, in Germany were university-led, in France were government-led, in Japan were individual-led, and in China were leader-led.

3) Exploration of Policies and Strategies for Faculty Development in Chinese Higher Education

Wang Xinhong (2007) in "Research on the Development Policies of Chinese University Teachers after the 1980s" reviewed the training system for university teachers in China since the 1980s and proposed three stages of development policies for university teachers. The paper analyzed the main characteristics and shortcomings of the policies from the perspectives of policy concepts, policy values, and policy driving forces, and pointed out that administrative power in Chinese universities far outweighs academic power. The paper suggested that the academic rights of university teachers should be protected in the future.

Song Yonggang (2003) in "Self-Development: A New Perspective on Academic Personnel Management in Higher Education" analyzed the elements of self-development for academic personnel in universities from the perspectives of self-goal orientation, self-resource allocation, self-motivation and self-restraint, and academic ecological environment construction. The paper proposed implementation strategies for promoting the self-development of academic personnel in higher education.

Xie Anbang (2007) in "Theoretical and Practical Exploration of Faculty Development in Universities" proposed that to promote the professional

development of university teachers, the concept of "teacher development" should replace "teacher training" to respect the autonomy of university teachers. The government and education management departments should provide supporting measures and develop teacher training resources to provide multiple channels for the subsidized study of university teachers, and construct a lifelong learning system.

Lü Chunzuo (2008) in "Research on Professional Development Issues of Young University Teachers" analyzed the status and problems faced by the development of young university teachers from four aspects: quantity changes, teaching and research, physical and mental health, and role-playing.

Ma Xiumin (2010) in "A Survey on the Occupational Happiness of Young University Teachers" conducted a survey on the aspects of the occupation itself, salary and benefits, interpersonal relationships, work effectiveness, work emotions, work environment, and physical health.

Kong Fansheng (2011) in "Multidimensional Interpretation of the Characteristics of the Group of Young University Teachers" analyzed the ideological and political characteristics, cultural and knowledge characteristics, occupational ecological characteristics, and psychological and cognitive characteristics of young university teachers.

Zhang Tieniu and Zhang Xiaotao (2007) in the paper "Research on the Development Issues of Young University Teachers in Local Universities in China" proposed the methods and approaches for the development of young university teachers in local universities in China from the perspectives of organization, system, school culture, professional development, management, and the teachers themselves.

Jia Huanjun (2009) in "Research on the Current Situation and Countermeasures of Young University Teachers in Local Universities" discussed the status and problems of young university teachers in local universities from the aspects of moral cultivation, teaching and educating awareness, and teaching experience.

Hou Tian (2014) believes that when studying the factors influencing teacher development from the perspectives of the national political system and school organization, it includes aspects such as salary and welfare systems and training systems at the national political system level, as well as school management and culture at the school organization level.

Zhang Suling (2015) in "The Inevitability and Necessity of Human-Oriented Teacher Education" believed that the professional content of teachers includes knowledge systems, educational practices and research capabilities, and positive emotions and noble personalities.

Zhu Xudong and Zhou Jun (2007) in "Review of Research on Faculty Development" categorized faculty development into three parts: teacher knowledge, teacher skills, and teacher ethics.

According to the literature review, research on the development of university teachers in China is mainly focused on theoretical exploration and comparative research, with relatively less attention paid to the professional development of university teachers. Most studies analyze the issues encountered by young university teachers from a managerial perspective and provide suggestions, lacking a truly objective and in-depth analysis based on the needs of university teachers' professional development. Existing research primarily focuses on the values and beliefs, professional ethics, teaching ability, research output, research evaluation, work pressures, physical and mental health, quality of family life, teaching development, professional development, and job satisfaction of university teachers. However, further attention is needed on issues such as university teachers' professional identity, teaching design, teaching evaluation, and educational technology. Additionally, empirical investigations on the various issues faced by university teachers should be strengthened, so as to offer more effective solutions to the practical problems they face.

In summary, faculty development in Chinese higher education is a concept imported from abroad and has undergone extensive exploration and development over time. Ranging from basic theoretical exploration to international comparative studies, and further to the exploration of policies and strategies, research on faculty development in Chinese higher education demonstrates diversity and breadth. Scholars have gradually established a comprehensive theoretical framework and policy framework through in-depth exploration of basic theories, international comparisons, and policy practices. However, current research still has some limitations, primarily manifested in insufficient attention to the professional development of teachers, inadequate analysis of practical issues, and an incomplete

understanding of teacher needs. Therefore, future research should focus on strengthening attention to issues such as teacher professional identity, teaching design, teaching evaluation, and educational technology, while also enhancing empirical investigations to provide more effective solutions to practical problems.

Related research

This section lists relevant studies on teacher competencies and dance teaching, which have investigated and explained teacher competencies from different perspectives. These research findings have strong reference and inspiration value for this study.

Selvi, K. (2010) discusses "Teachers' competencies" in her paper. "The aim of this article is to discuss and clarify the general framework of teachers' competencies. The general framework regarding teacher competencies is explained in nine different dimensions: field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT), and environmental competencies. Teachers' competencies affect their values, behaviors, communication, aims, and practices in school, and they support professional development and curricular studies. Thus, the discussion on teachers' competencies to improve the teaching-learning process in school is of great importance."

Kaendler, C., Wiedmann, M., Rummel, N., & Spada, H. (2015) pointed out in "Teacher Competencies for the Implementation of Collaborative Learning in the Classroom: a Framework and Research Review," "This article describes teacher competencies for implementing collaborative learning in the classroom. Research has shown that the effectiveness of collaborative learning largely depends on the quality of student interaction. Therefore, we focus on what a teacher can do to foster student interaction. First, we present a framework that draws a comprehensive picture of a teacher's role in fostering student interaction. The framework distinguishes between five teacher competencies that span across all implementation phases of collaborative learning: the ability to plan student interaction, monitor, support, and consolidate this interaction, and finally reflect upon it. Then, we review research on collaborative

learning and structure this review along the five teacher competencies presented in the framework. The review targets relevant concepts and pivotal empirical research results about how to foster student interaction. For each competency, we first summarize relevant concepts and empirical results. We then apply the concepts and findings to a classroom situation. These teaching vignettes illustrate the functions of the five teacher competencies in fostering student interaction in collaborative learning. For each vignette, we discuss and highlight specific aspects of the presented teacher role and draw practical implications. Monitoring and supporting in the classroom should be trained in teacher education and facilitated by providing teachers with tools such as a checklist of beneficial student behaviors. These practical implications can inform educational practices and offer new directions for future research regarding promoting collaborative learning."

Mandal, S. (2018) pointed out in "The Competencies of the Modern Teacher": "The aim of this article is to discuss and clarify the general framework of teachers' competencies. The general framework regarding teacher competencies is explained in nine different dimensions: field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies, communication competencies, information and communication technologies competencies (ICT), and environmental competencies. Teachers' competencies affect their values, behaviors, communication, aims, and practices in school, and they support professional development and curricular studies. Thus, the discussion on teachers' competencies to improve the teaching-learning process in school is of great importance. The principal aim of this study is to consider the competencies of the modern teacher. To understand 21st-century instructional skills, we researched the following issues: students' skills; levels of teachers' professional growth; teachers' pedagogical culture; pedagogical innovations, and 21st-century teaching competencies."

Nousiainen, T., Kangas, M., Rikala, J., & Vesisenaho, M. (2018) pointed out in "Teacher Competencies in Game-based Pedagogy": "This study examines what kind of competencies teachers need in using game-based pedagogy (GBP). In our conceptual framework, GBP entails four approaches: using educational games or entertainment games, learning by making games, and using gamification in learning.

Our data, consisting of teachers' documentation, thematic interviews, and questionnaires, were analyzed using qualitative content analysis. Four main competence areas were identified: pedagogical, technological, collaborative, and creative. The results are applicable for developing teacher education and in-service training, as teacher competencies in game-based learning will be more integral to teachers' professional knowledge and skill repertoires."

Medley, Donald M. (1977) pointed out in "Teacher Competence and Teacher Effectiveness: A Review of Process-Product Research": "This report analyzes and synthesizes the results of research studies on teacher competence and teacher effectiveness. Its primary purpose is to provide the teacher educator with access to the findings of this research. The dynamics of teacher effectiveness are illustrated by 43 tables, each dealing with a different teacher behavior as observed in the classroom. Subjects examined are: 1) working with groups, 2) classroom management, 3) time allotment, 4) questioning techniques, 5) teacher reactions, 6) behavior problems, 7) teaching techniques, 8) working with individual pupils. An extended bibliography is appended."

Guasch, T., Alvarez, I., & Espasa, A. (2010) pointed out in "University Teacher Competencies in a Virtual Teaching/Learning Environment: Analysis of a Teacher Training Experience": "This paper attempts to shed light on the competencies a university teacher must have in order to teach in virtual learning environments. A teacher training experience was designed by taking into account the methodological criteria established in line with previous theoretical principles. The main objective of our analysis was to identify the achievements and difficulties in a specific formative experience in order to assess the suitability of this conceptual-methodological framework for the design of training proposals aiming to develop teachers' competencies for virtual environments in higher education."

Nessipbayeva, O. (2012) pointed out in "The Competencies of the Modern Teacher": "The principal aim of this study is to consider the competencies of the modern teacher. To understand 21st-century instructional skills, we researched the following issues: students' skills; levels of teachers' professional growth; teachers' pedagogical culture; pedagogical innovations, and 21st-century teaching competencies."

Gümüs, A. (2022) pointed out in "Twenty-First-Century Teacher Competencies and Trends in Teacher Training": "Many studies have expressed the central position teachers have in successful education. Teachers' personal and professional characteristics are critical for students' learning, harmonious communication skills, and adaptation to the requirements of the age in which one lives, starting with self-adaptation. With digitalization accelerating and technology having become an important part of daily life these days, significant and rapid changes are experienced on social and global scales. Efforts to improve education systems and transform them with radical reforms in order to healthily respond to technology-centered rapid changes constitute the agendas of many countries from different economic levels. The organization of teacher education is a central issue in efforts to improve and strengthen education systems. Considering the importance education has both in ensuring society's adaptation to the changing conditions and in countries' efforts to reach local strategic goals, many studies are found on teachers' responsibilities and the skills they should have in order to fulfill these responsibilities."

Yetti, E., Syarah, E. S., Pramitasari, M., Iasha, V., & Setiawan, B. (2021) pointed out in "The Influence of Dance Instructional Strategy and Teacher's Pedagogy Competence on Classroom Climate": "The purpose of this study was to determine the effect of various dance strategies and early childhood teachers' pedagogical competence on creating a positive classroom climate which is important for children's academic achievement and social development. This study used a quasi-experimental ex post facto design method, with ANOVA to analyze data and test the hypotheses. The respondents in this study involved 176 early childhood teachers. The study found a result of sig. 0.036, indicating that the use of various dance strategies can have a significant positive influence on classroom climate. Other findings indicated that a 'creative' dance strategy that is student-centered has a greater positive influence on classroom climate than an 'imitative,' teacher-centered strategy. Future studies are expected to follow up on other factors that can influence classroom climate as a key to successful learning."

Banio-Krajnik, A. (2022) pointed out in "Competence and Preparation for the Profession of a Dance Teacher in Central Europe in the Private Sector":

"Nowadays, in the times of the popularity and commercialization of dance, special attention should be paid to the situation of dance teachers. In different countries, there are various paths to becoming a dance teacher. Such qualifications can be obtained at both sports and artistic universities. It is also possible to take courses organized by national organizations, societies, and dance associations. Many private schools and dance clubs organize training for dance instructors. In recent years, it has even been possible to acquire such qualifications via the Internet. Due to the various possibilities of gaining the qualifications of a dance teacher, there seems to be a need for verification, on the basis of which it will be possible to organizationally reconstruct dance schools and the substantive education process, all in order to develop the teaching staff. Research showed that it is necessary to verify people employed at dance schools, both in terms of theory and practice of sport as well as social competences. The context under study is the Polish one, however in close connection to international work in the area of dance education in Central Europe."

Ripalda, M. C. F. (2019) pointed out in "Dance and Choreography Competence of University Physical Education Teachers": "The research determined the Physical Education (PE) Teachers' dance and choreography competence among government-owned higher education institutions (HEIs) in the Eastern Visayas Region, Philippines. These competences include subject matter, pedagogy, assessment, guidance, and classroom management for dance competence, as well as dance techniques, leadership, creativity, and discipline on choreography competence. The study also examined the degree of association between the level of dance and choreography competences among PE Teachers, and investigated the problems encountered by the PE Teachers in doing dance choreography. A descriptive survey research design was used as the main data gathering tool. A Focus Group Discussion (FGD) was also conducted to triangulate the validity and reliability of the generated information. The study was implemented in ten HEIs with forty university PE Teachers as research respondents. Findings revealed that PE Teachers in the study area are very competent in dance. They know what they are teaching, know how to teach, evaluate, and guide students, and have classroom management skills. The same holds true for PE Teachers' dance choreography competence. They can discipline their students and know the dance technique of the dance type they teach. They possess the

knowledge and the skills along the courses they teach. The findings also indicated a significant direct relationship between dance and choreography competences among tertiary PE Teachers. The most common problem encountered by PE Teachers in doing choreography is the attitude of the dancers, while the least common problem pertains to the age of the students, where older students are more hesitant than younger ones when told to perform. Notwithstanding the various encountered problems, PE Teachers are still very competent and resourceful, with lots of initiatives on how to deliver their tasks in teaching dance choreography. They possess love and passion toward their jobs and are willing to pursue what needs to be accomplished."

Baneviciutė, B. (2010) pointed out in "Dance Teacher Education: Programme Analysis and Students' Perceptions": "The principles of education for sustainable development implemented in the Lithuanian education system have shifted the perceptions of teachers' roles from disseminating knowledge towards developing students' competencies in responsible, critical, and creative thinking and acting. The objective of this research is to find out whether pre-service dance teachers in Lithuania are ready to meet the challenges of contemporary educational paradigms. A questionnaire was administered to 59 pre-service dance teachers, and an analysis of 5 dance teacher education programs was carried out. The findings reveal that, in general, pre-service dance teachers are not satisfied with the quality of the study process, although, according to their statements, they acquire the necessary knowledge."

Sööt, A., & Anttila, E. (2018) pointed out in "Dimensions of Embodiment in Novice Dance Teachers' Reflections": "This article presents how guided core reflection can be used in tertiary dance education, and how this approach may support the professional development of novice dance teachers. During the final stages of their studies, a 3-stage procedure of guided core reflection developed for this study with an emphasis on embodiment was conducted with dance teacher trainees. The first stage involved video recording the dance class taught by the student, the second stage involved watching the recorded dance class followed by a stimulated recall interview and a reflective discussion. The third stage was written reflection. Qualitative content analysis was used for data analysis, and the meaning units were categorized following a framework of 6 dimensions of embodiment. The social body and the sensing body

were identified as key components of students' reflections, suggesting that this 3-stage reflection model allows for the embodied nature of dance teachers' professions to be taken into account as part of reflective work. Furthermore, this study illustrates how the reflection process can be used and supported in educating future dance teachers."
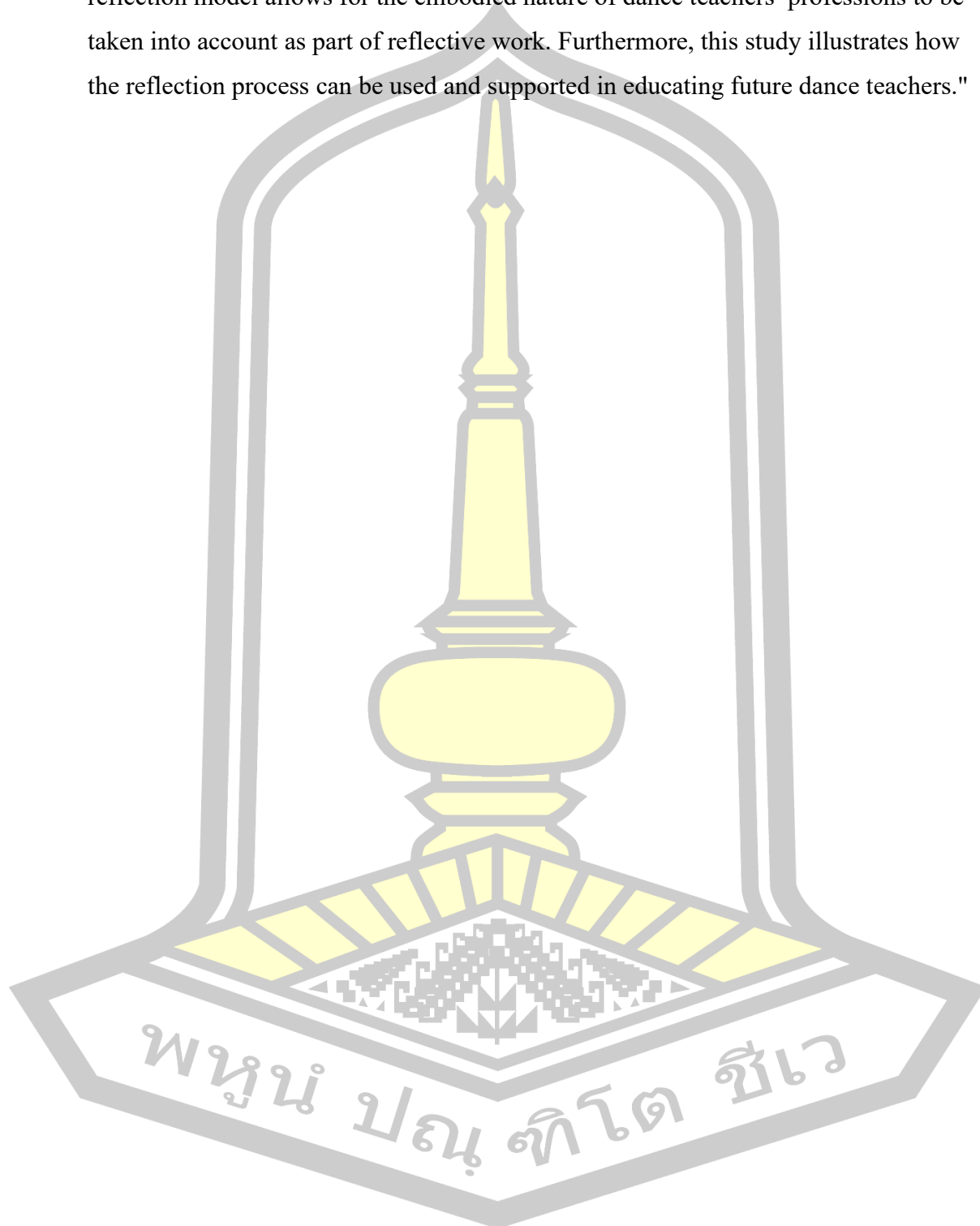
CHAPTER III

RESEARCH METHODOLODGY

Research methodology is an essential part of every research program, as it guides researchers in using the right tools to gather compelling data and translate it into comprehensive results. Additionally, it provides readers with insight into the effective methods researchers are employing to conduct their study. In this research, the Research and Development (R&D) methodology is used.

Stages	**Procedure**	**Expected Outcome**
1. To investigate the components of dance Teachers' competency in dance department, Zhengzhou Sias University.	- Reviewed literature to get the components. - Employed 3-rating checked list with 5 experts. -Calculated Mean and Standard Deviation.	Components of dance Teachers' competency in dance department, Zhengzhou Sias University.
2. To explore the current state, desired State and Need Assessment (PNI) for dance Teachers' competency in dance department, Zhengzhou Sias University.	- Survey questionnaires (19 teachers) and interview with 5 experts. - Calculated Mean and Standard Deviation - Analysis for Need Assessment(PNI)	The current state, desired State and Need Assessment (PNI)for dance Teachers' competency in dance department, Zhengzhou Sias University.
3. To design and construct the program to enhance dance Teachers' competency in dance department, Zhengzhou Sias University.	- Employed PNImod - Drafted program - Interviewed with 5 Chinese experts - Final program was assessed by evaluation from with 5 experts	Program to enhance dance Teachers' competency in dance department, Zhengzhou Sias University.
4. To study the effect of the program to enhance dance Teachers' competency in dance department, Zhengzhou Sias University.	- To be used by 19 teachers - Evaluation results	Develop the dance Teachers' competency in Dance Department, Zhengzhou Sias University.

Figure 4 Flow Chart of Research Process

Stage I: To investigate the components of dance teachers' competency in dance department, Zhengzhou Sias University

1. Procedure

To investigate the dance teachers' competency components in this research, the researcher conducts activities step by step. In the first step, the researcher reviews literature from various sources such as books, academic articles, reports, and research papers. Secondly, the researcher invites relevant experienced respondents from various universities in China. Thirdly, research instruments are constructed. After the instruments are completed and filled out, the researcher proceeds to the next step, which is data collection, followed by the final step of data analysis.

2. Respondents

The researcher employed a components questionnaires form to assess the quality of the dance teachers' professional development components with the help of 5 experts. These specialists include, at a minimum, associate professors and professors with a doctoral degree in education or more than 5 years of working experience. The respondents are teachers in higher education in China who specialize in education and art, namely:

1) Prof. Wei Ran, College of Music, Zhengzhou Sias University

2) Prof. Li Fang, College of Music and Dance, Henan University

3) Prof. Wang Songyang, College of Music and Dance, Nanyang Normal University

4) Assoc. Prof. Tong Wei, Faculty of Music, Zhengzhou Sias University

5) Assoc. Prof. Dr. Zhao Yan, College of Music, Zhengzhou Sias University

Based on the above research, the researchers also need to further discuss the quality of the components of dance teachers' competency with five experts from a second group through interviews. These specialists include, at a minimum, associate professors and professors with a doctoral degree in education or more than 5 years of

working experience. The respondents are teachers in higher education in China who specialize in education and art, namely:

1) Prof. Duan Xu, Dean of the College of Music, Zhengzhou Sias University

2) Prof. Li Fang, Vice Dean of the College of Music and Dance, Henan University

3) Prof. Wang Songyang, Director of the Dance Department, College of Music and Dance, Nanyang Normal University

4) Assoc. Prof. Dr. Chang Lei, Director of the Vocal Department, College of Music, Zhengzhou Sias University

5) Assoc. Prof. Dr. Zhao Yan, College of Music, Zhengzhou Sias University

3. Research Tools

In this part, the researcher conduct the study used tools and methods such as 1. literature review, 2. expert interviews, and 3. questionnaires. Additionally, a checklist will be employed to confirm the four components of dance teachers' competency, which is one of the research objectives supported by selected experts.

Validity

The researcher invited experts to check the content validity to find the content validity through Index of Item-Objective Congruence (IOC) of the components used on the forms. The accuracy of the content validity is valid if the values of IOC range from 0.50 to 1.00 (Harrion, 1983). The researcher revised the components' forms, based on the experts' suggestions and recommendations; and then the components' forms will be returned to the adviser for final editing. The IOC implemented the following scale:

+1 refers to experts agree with the component responds to the content

0 refers to experts are undecided with the component responds to the content

-1 refers to experts disagree with the component respond to the content

4. Data Collection

After the form was constructed, the researcher double-check it to ensure that the explanations are clear and understandable before submitting it to the experts. The next step in data collection involves the researcher directly approaching the selected experts and submitting the checklist for them to check for accuracy and confirm the strength of the components. Finally, the researcher will collect the checklist from the experts. After receiving the forms, the researcher will adjust the components according to the experts' suggestions to improve and implement the highest quality components of dance teachers' competency. This process is fundamentally beneficial to achieving Objective One and to the research as a whole.

5. Data Manipulation and Analysis

Within the questionnaires, the researcher included the 4 components of dance Teachers' competency and utilized 3-point rating scales form, with a short explanation of each sub-item. Rating from 3 "suitability" to 1= "unsuitability ". The criteria set integrate the following measures:

3 refers to suitable with the components of dance Teachers' competency.

2 refers to undecided with the components of dance Teachers' competency.

1 refers to unsuitable with the components of dance Teachers' competency.

To generate the results of this thesis, the researcher used the statistical package program, called Statistical Package for Social Science (SPSS for Windows) to find Mean score and Standard Deviation for each items of dance Teachers' competency components. The Mean score of 3-rating scale was adapted from 5-rating scales, and the rank of Mean score categorizes into 3 as shown below:

2.51 - 3.00 refers to suitable with the components.

1.51 - 2.50 refers to undecided with the components.

1.00 - 1.50 refers to unsuitable with the components.

Stage II: To explore the current state, desired State and need assessment (PNI) for dance Teachers' competency in dance department, Zhengzhou Sias University

1. Procedure

The researcher has considered the population and sample as the first step to identify the current and desired state of dance teachers' competency. The next step in this second stage involves constructing research instruments, including questionnaires and interviews. The third step is to check the validity of the survey questionnaire using IOC criteria with 5 experts from various departments. Data collection is the fourth step, aimed at exploring the current and desired state of dance teachers' competency. Lastly, to obtain the complete results of this second stage, data from respondents will be analyzed to determine the mean score and standard deviation.

2. Population and Sample

This research study focuses on the competencies of dance teachers at Zhengzhou Sias University. The population for this study includes both teachers and senior teachers within the sampling timeframe.

Teachers are defined as those who have been working in universities for less than 10 years, while senior teachers have been working for more than 10 years.

There are a total of 19 teachers in the dance department at Zhengzhou Sias University, comprising 11 full-time teachers and 8 part-time teachers. The department includes 14 teachers and 5 senior teachers (as of July 2023). Due to the small sample size, all 19 questionnaires will be collected and analyzed, representing the entire population of the study.

Table 10 Sample selection for questionnaires

Target group	Population/ Sample Size
Dance Teachers in Dance Department:	
- Teachers	14
- Senior teachers	5
Total	19

3. Research Tools

In this research, two research tools are used: a questionnaire and a semi-structured interview. The researcher approached two types of teachers with the questionnaire. The survey questionnaire is divided into two separate sections to identify the current and desired state of dance teachers' competencies in the dance department at Zhengzhou Sias University.

Questionnaire form

The questionnaire consists of 2 main sections- the personal profile and key questions. The Likert-type Scales (5-point rating scale) questionnaires was constructed. The researcher constructed the questionnaires based on the components from checklist in stage one, which are concerned with relevant items to the level of dance Teachers' competency performance in universities, and at the end questionnaire form, the researcher required respondents to give comments. The forms of questionnaire for the universities were:

Section I:

Personal profile

Section II: The current and desired state of

dance Teachers' competency

Professional ethics

Teaching ability

Professional skills

Research ability

Validity and Reliability

To construct the questions for the questionnaires form, the researcher followed 5 steps.

Firstly, the researcher developed questions based on literate review which mentioned about the flow of dance Teachers' competency and its 4 components.

Secondly, the researcher divided questions into 2 main sections.

Thirdly, the researcher proposed a first draft of the questionnaire form to the advisor for checking and editing to verify the accuracy of questionnaires.

After that, the second draft of the questionnaire form was submitted to experts in order to get more comments and recommendations for the final form. The questionnaire forms were verified by 5 experts. Those experts held at least 5 years of relevant working experiences plus a minimum of a Master's degree attainment. Those experts are namely:

1) Prof. Wei Ran, Faculty of Music, Zhengzhou Sias University

2) Prof. Wang Songyang, College of Music and Dance, Nanyang Normal University

3) Assoc. Prof. Zhu Jingwen, Faculty of Music, Zhengzhou Sias University

4) Assoc. Prof. Tong Wei, Faculty of Music, Zhengzhou Sias University

5) Assoc. Prof. Yue Changqi, Faculty of Music, Zhengzhou Sias University

Lastly, the experts checked the content validity to find the content validity through the use of the Index of Item-Objective Congruence (IOC) of questionnaire forms. The accuracy of the content validity is valid if the values of IOC range from 0.50 to 1.00 (Harrion, 1983). The researcher revised the questionnaire based on the experts' suggestions and recommendations and then the questionnaire forms were returned to the advisor for finalization. The IOC was considered as follows:

+1 refers to experts are sure the question responds to the content.

0 refers to experts are not sure the question responds to the content.

-1 refers to experts are sure the question does not respond to the content.

The questionnaires were first piloted (try-out) with 5 non-representative samples, which were selected from other similar universities in Henan, to determine their reliability. The researcher used these 5 questionnaire forms during the data collection period. The researcher used the completed computer program to calculate the Alpha Coefficient of Cronbach for the reliability. By using Alpha Coefficient of Cronbach to calculate the dance Teachers' professional development performance, the score of current state is 0.93, which presents that all items in survey questionnaire are highly reliable for conducting this research.

Finally, the questionnaires were sent to 19 respondents in dance department, Zhengzhou Sias University.

4. Data Collection

In this section, the researcher got the approval from the faculty of Education, Mahasarakham University, so the researcher went through an official process. The researcher wrote a letter of request to the Faculty of Education. After the approval letter was received, the researcher attached the letter for requesting approval letter for data collection from the Zhengzhou Sias University in China. The researcher attached letters with the questionnaire form and sent it to 19 respondents. Then, the next responsibility after sending the letter to the target samples- teachers of the Dance Department, the researcher followed up with the questionnaire forms. Target samples were appointed by the researcher to meet and work together in case there were any inquiries; meanwhile, a semi-structured interview was employed.

5. Data Manipulation and Analysis

The researcher employed the Likert-type scales (5-point rating scale) to rate the level of dance Teachers' competency performance in dance department, Zhengzhou Sias University. Rating from 5 = "Very high" to 1 = "very low" for positively phrased statement as follows:

Dance Teachers' competency performance

is very high refers to   5

Dance Teachers' competency performance

is high refers to   4

Dance Teachers' competency performance

is moderate refers to   3

Dance Teachers' competency performance

is low refers to   2

Dance Teachers' competency performance

is very low refers to   1

For the next step, after getting back the questionnaire forms, the researcher had to interpret the respondents' answers into script. To generate the results for this stage II, the researcher used the statistical package program, called Statistical Package for Social Science (SPSS for Windows) to find Mean scores for each item of current and desired state, and researcher defined Mean score and Standard Deviation based on Boonchom Srisa-ard (2010). The rank of Mean score categorizes into 5 as following:

4.51-5.00 refers to dance Teachers' competency

performance is very high.

3.51-4.50 refers to dance Teachers' competency

performance is high.

2.51- 3.50 refers to dance Teachers' competency

performance is moderate.

1.51-2.50 refers to dance Teachers' competency

performance is low.

1.00-1.50 refers to dance Teachers' competency

performance is very low.

In this research, the researchers used statistics to analyze data by computer. By using a statistical package, selecting and analyzing data that is consistent with the aims and using statistics as follows.

1 Average (Mean)

2 Standard Deviation

3 Priority Needs Index = PNI

The needs for teacher competency development in student assessment will be analyzed by modifying Priority Needs Index (PNI modified) (Wongwanich, 2005). PNI modified was calculated by the following formula:

$$PNI_{modified} = \frac{(I - D)}{D}$$

Where
I: Importance or desired performance
D: Degree of success or current performance

The modified PNI analysis could reflect the teachers' competency. A high index represents high need, which is supposed to be more developed rather than a lower index. The teachers' competency elements showing a high value of modified PNI would result in the higher priority of that teachers' competency to be further developed. The modified PNI value was normally in the range of 0.00 - 1.00 to facilitate an interpretation. The teachers' competency that had modified PNI value above 0.30 or higher was considered critical (Wongwanich, 2005) and will be required to be improved urgently. In case of the modified PNI values lower than 0.30, the extent of the efforts to improve themselves becomes less.
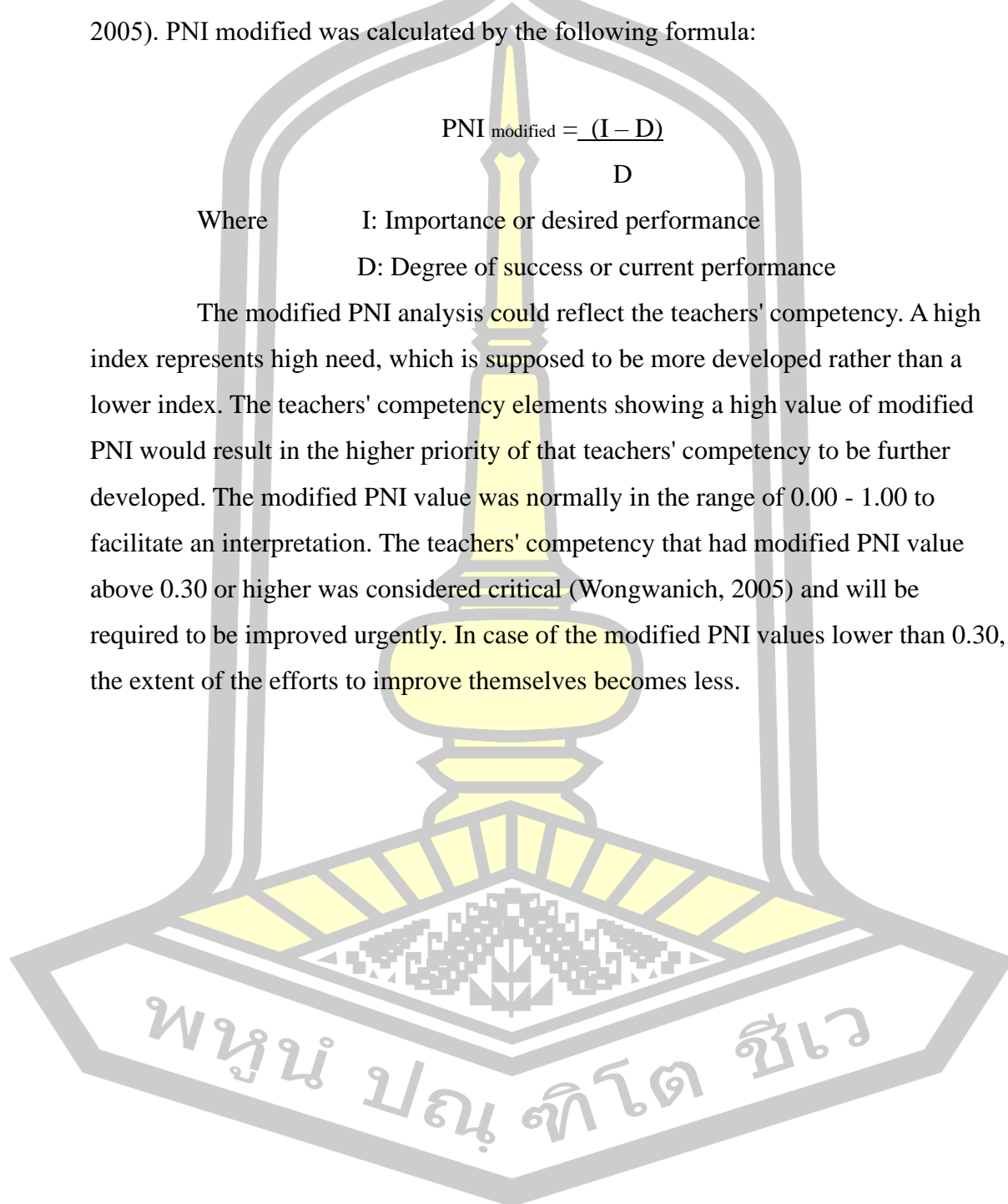
**Stage III: To design and construct the program to enhance dance teachers'
competency in dance department, Zhengzhou Sias University**

1. Procedure

The development of the dance teachers' competency program is the final
stage of this research. The first, the researcher used the Modified Priority Need Index
(PNI Modified). The second, the researcher drafted the initial program based on
results from stage 2 and valuable information from the interview section. The third,
the researcher invited relevant experienced respondents from various organizations in
China to be interviewed while assessing the evaluation form.

Additionally, the researcher used information from stage 2 to design the
interview form. The fourth involved interviewing five experts and using the interview
information to draft the program. Finally, the draft program was assessed through
evaluation by the five experts.

2. Respondents

Five China experts were selected to interview and check the evaluation
form in this research. Those experts were selected from the Department of Education
of Henan Province, China Dancers Association, and professors and teachers from
other universities.

This section analyzes the data from expert interviews. The interviewees
consisted of 5 experts, including school administrators and dance experts. These
experts need to meet any 2 of the following 3 conditions:

1) Have worked in higher education administration or teaching for at
least 5 years.

2) Education administrators or associate professors in music and
dance-related fields.

3) Other educational leaders or industry experts.

According to the basic requirements and qualifications of the interview
experts mentioned above, and considering the characteristics of the research program,
the following 5 individuals have been hired as interview experts for this program.

1) Prof. Duan Xu, Dean of the college of Music, Zhengzhou Sias University

2) Prof. Lang Xiaoming, Vice Dean of the college of Music, Zhengzhou Sias University

3) Prof. Wei Ran, Director of the Opera Department, College of Music, Zhengzhou Sias University

4) Assoc. Prof. Zhu Jingwen, Teacher of the Dance Department, College of Music, Zhengzhou Sias University

5) Assoc. Prof. Tong wei, Teacher of the Dance Department, College of Music, Zhengzhou Sias University

3. Research Tools

The research tools for collecting data is a semi-structured interview, in which the researcher designs the interview framework according to the research framework and theory. It includes:

3.1 General information about expert in Dance department, Zhengzhou Sias University

3.2 Opinion about Dance teacher competency with 4 components

1) Professional ethics

2) Professional skills

3) Teaching ability

4) Research ability

3.3 Opinion about Key performance indicator in another component is to be suitable and completely

3.4 Other advise for improve the dance teachers' competency

4. Data Collection

The researcher maintained contact with the primary information providers and conducted interviews in person. The interviews were recorded using a recording device and digital camera.

Throughout the research process, the researcher maintained ongoing contact

with the main information providers to ensure that all necessary data was collected in a timely and accurate manner. In particular, the researcher conducted several interviews with these providers to gather their perspectives, insights, and experiences related to the program. To ensure that these interviews were thorough and accurately documented, the researcher conducted them in person, using a recording device and digital camera to capture the conversations. This approach allowed the researcher to refer back to the interviews as needed, ensuring that all relevant information was captured and analyzed.

By maintaining close communication with the information providers and using a rigorous interview process, the researcher was able to gather high-quality data and insights, which formed the basis of the study's conclusions and recommendations. Ultimately, this approach helped to ensure that the study provided valuable and reliable insights for practitioners, policymakers, and other stakeholders in the field of dance education.

5. Data Manipulation and Analysis

The researcher analyzed the conclusions from the interview content through content analysis and grouped the collected information to derive key findings. This study summarized the components of dance teachers' competency.

After conducting in-person interviews to gather data from information providers, the researcher conducted a thorough analysis of the interview content using content analysis. This approach allowed the researcher to examine the text and extract key themes, insights, and patterns related to dance teachers' competencies. To further analyze and understand the data, the researcher grouped the collected information into relevant categories.

Through this rigorous data analysis process, the researcher identified specific components that contributed to dance teachers' competency. The study summarized and organized these components to provide clear insights and recommendations for practitioners, policymakers, and other stakeholders in the field of dance education. Ultimately, through a combination of in-person interviews and thorough content analysis, the researcher gathered high-quality data and insights, enhancing our understanding of the key components of dance teacher competency.

Stage IV: To study the effect of the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University

1. Procedure

In the last stage, the researcher invited 19 dance teachers from Zhengzhou Sias University to volunteer in the implementation study of the program. In the first step, the researcher conducted an initial study to determine the program's effectiveness. In the second step of the process, the researcher wrote a detailed report on the implementation of the program, including the process, outcomes, and recommendations at each stage. This report was then presented to experts and trainees for their comments and feedback. Based on their input, the researcher revised and refined the program to ensure its completeness and effectiveness.

2. Respondents

Nineteen volunteer dance teachers were selected to test this program. These volunteers were from the Dance Department at Zhengzhou Sias University.

To test the effectiveness of the program, 19 dance teachers from the Dance Department at Zhengzhou Sias University volunteered to participate in the program's implementation. These volunteers actively engaged in the training, testing, and evaluation processes. Meanwhile, the researcher closely monitored the progress of the dance teachers and provided additional training and support as needed. Through this process, the researcher collected valuable data and feedback, which was used to further refine and improve the program. Ultimately, the program proved to be highly effective in enhancing the competencies of the volunteer dance teachers, and it was permanently incorporated into the dance teacher training at the university.

3. Research Tools

The researcher used record sheets to document the data and information about the 19 volunteer dance teachers who were selected to test this program.

During the testing phase of the program, the researcher carefully tracked and recorded all data and information about the 19 volunteer dance teachers.

Specifically, the researcher used record papers to document various aspects of the dance teachers' experiences, including their feedback on the program, their engagement and participation levels, and any notable observations or insights regarding the program's effectiveness. By carefully tracking and analyzing this data, the researcher was able to gain valuable insights into the program's strengths and weaknesses, as well as identify additional areas for improvement. In addition, the use of record papers allowed for detailed documentation and analysis of the study, which was essential for presenting and disseminating the research findings to both experts and the broader dance education community.

4.Data Collection

The training program used the winter break of the first semester of the 2023-2024 academic year. This period is a non-teaching work time, and the trainees have completed all their teaching work of the semester, thus they can concentrate on participating in this training program. The program was hosted by the Music College of Zhengzhou Sias University and organized by the Dance Department, with Ma Bin (the researcher) as the program manager. The program was implemented from January 20, 2024 to February 3, 2024 (15 days). The following will summarize and summarize the process and effectiveness of each day according to the program training plan. For specific information, please refer to Tables 11-25.
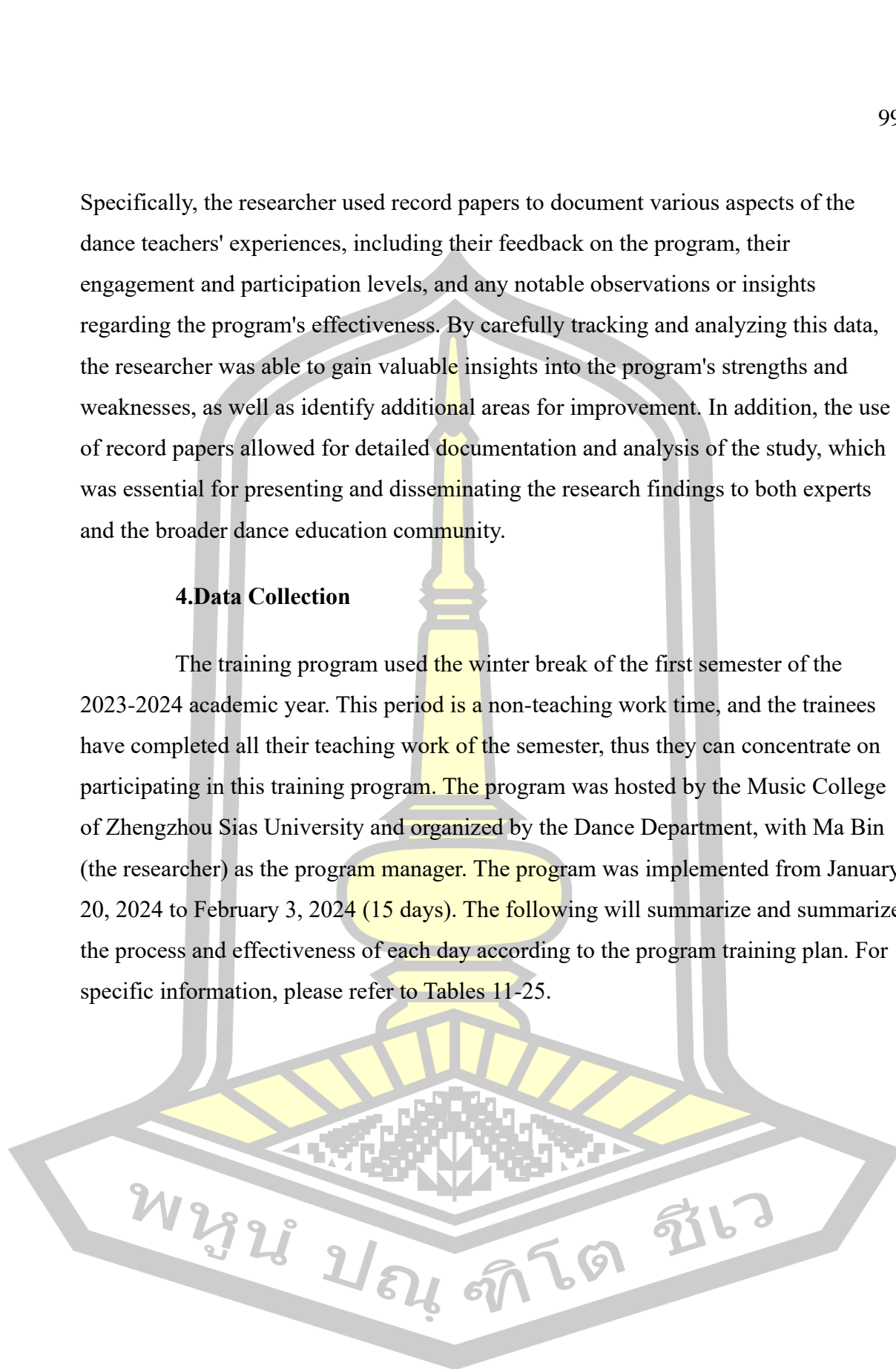
Table 11 Day 1 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 1	08:00-08:10	Sias Teaching Theatre	Opening Ceremony	Duan Xu （Dean of the Music College）		
	08:10-10:10	14-240	Self-Study on Relevant Laws and Regulations of Teacher Professional Ethics.	Group Leaders	2 hours	Module1. 70% Self-Study
	10:10-10:20		**Tea break**			
	10:20-12:20	14-240	Self-Study on Relevant Laws and Regulations of Teachers' Code of Ethics.	Group Leaders	2 hours	Module 1. 70% Self-Study
	12:20-14:00		**Lunch time**			
	14:00-15:30	14-240	Lecture on "How to Become a Qualified Teacher".	Ma Bin (program Manager)	1.5 hours	Module 1. 10% On-the-Job Training
	15:30-16:00		**Tea break**			
	16:00-18:30	14-240	Lecture on "How to Design a Complete and Effective Lesson".	Ma Bin (program Manager)	2.5 hours	Module 2. 10% On-the-Job Training

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

   (70% Learning by Experience): 4 hours

   (10% Learning by Courses): 4 hours

2. Implementation Process

   On the first day of the training, there were a total of 6 training activities. The opening ceremony was held in the Sias Teaching Theatre, with Duan Xu, the Dean of the Music College, as the host. All trainees attended the ceremony, where the Dean emphasized the necessity and importance of this training.

   Afterward, all trainees self-studied the relevant laws and regulations of teacher professional ethics and code of ethics, which were selected from the self-study part of Module 1, and then discussed these contents with their respective group

leaders. Group discussion and sharing were conducted on the above self-study content, which was selected from the group discussion part of Module 1.

In the afternoon, on-the-job training was conducted on the topics of "How to Become a Qualified Teacher" and "How to Design a Complete and Effective Lesson", which were respectively selected from the on-the-job training part of Module 1 and Module 2. These training activities were facilitated by Ma Bin (The program Manager).

Table 12 Day 2 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 2	08:00-08:10	**Registration**				
	08:10-10:40	14-240	Conduct a Case Study on Teacher Professional Ethics.	Group Leaders	2.5 hours	Module 1. 70% Case Analysis
	10:40-10:50	**Tea break**				
	10:50-12:20	14-240	Group discussion and sharing on the above analysis results.	Group Leaders	1.5 hours	Module 1. 70% Group Discussion
	12:20-14:00	**Luch time**				
	14:00-15:30	14-531	Observation of Dance Public Class.	Ma Bin (program Manager)	1.5 hours	Module 2. 20% Observation of Public Classes
	15:30-16:00	**Tea break**				
	16:00-17:30	14-531	Observation of Dance Public Class.	Ma Bin (program Manager)	1.5 hours	Module 2. 20% Observation of Public Classes

According to Table, the detailed analysis is as follows:
1. Ratio (70:20:10)
(70% Learning by Experience): 4 hours
(20% Learning by Others): 3 hours
2. Implementation Process

On the second day of the training, there were a total of 5 training activities. In the morning, the focus was on conducting case studies on teacher

professional ethics and code of ethics, which were selected from the case study part of Module 1. These activities were facilitated by the respective group leaders. Subsequently, there was a group discussion and sharing session on the above analysis results, which was selected from the group discussion part of Module 1.In the afternoon, the training activity consisted of observing the dance public class, which was selected from the observation of public classes part of Module 2. These activities were facilitated by Ma Bin, the program Manager.

Table 13 Day 3 training agenda

	Time	Location	Content	Host	Duration	Notes
	08:00-08:30	**Registration**				
	08:30-10:00	16-310	Conduct Online Training on Professional Identity.	Group Leaders	1.5 hours	Module 1. 20% Online Training
	10:00-10:30	**Tea break**				
Day 3	10:30-12:00	16-310	Conduct Online Training on Educational Mission.	Group Leaders	1.5 hours	Module 1. 20% Online Training
	12:00-14:00	**Luch time**				
	14:00-15:00	14-531 14-532 14-533	Self-study a movement sequence of a Chinese ethnic folk dance.	Group Leaders	1 hour	Module 3. 70% Self-Study
	15:00-15:30	**Tea break**				
	15:30-17:00	14-531	Group discussion and sharing on the above content.	Group Leaders	1.5 hours	Module 3. 70% Group Discussion

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 2.5 hours

(20% Learning by Others): 3 hours

2. Implementation Process

There were a total of 5 activities on the third day of the training. The morning activities mainly focused on conducting online training sessions on professional identity, educational mission, and academic writing standards, selected

from the online training sections of Modules 1 and 4, facilitated by the respective group leaders. In the afternoon, the training activity consisted of self-studying a movement sequence of a Chinese ethnic folk dance, selected from the self-study part of Module 3, facilitated by the respective group leaders. Subsequently, there was a group discussion and sharing on the above self-study content, selected from the group discussion part of Module 3.

Table 14 Day 4 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 4	08:00-08:30	**Registration**				
	08:30-09:30	16-310	Conduct Online Training on Dance Choreography.	Group Leaders	1 hour	Module 3. 20% Online Training
	09:30-09:50	**Tea break**				
	09:50-10:50	16-310	Conduct Online Training on Dance Choreography.	Group Leaders	1 hour	Module 3. 20% Online Training
	10:50-12:20	16-310	Conduct Online Training on Academic Writing Skills.	Group Leaders	1.5 hours	Module 4. 20% Online Training
	12:00-14:00	**Luch time**				
	14:00-15:00	14-531 14-532 14-533	Self-study a movement sequence of a Chinese ethnic folk dance.	Group Leaders	1 hour	Module 3. 70% Self-Study
	15:00-15:30	**Tea break**				
	15:30-17:00	14-531	Group discussion and sharing on the above self-study content.	Group Leaders	1.5 hours	Module 3. 70% Group Discussion

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 2.5 hours

(20% Learning by Others): 3.5 hours

2. Implementation Process

On the fourth day of training, participants engaged in online sessions covering dance choreography, academic writing skills, and self-study of a Chinese ethnic folk dance sequence. Experts provided online courses on basic dance creation techniques and methods. The academic writing session included guidance on conceptualizing and selecting materials for papers. Participants self-studied the movement sequence and shared their learning outcomes during group discussions and sharing activities.

Table 15 Day 5 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 5	08:00-08:30	**Registration**				
	08:30-10:00	14-240	Self-study 3 or more teaching modes and summarize them.	Group Leaders	1.5 hours	Module 2. 70% Self-Study
	10:00-10:30	**Tea break**				
	10:30-11:30	14-240	Exploring Professional Ethics	Group Leaders	1 hour	Module 1. 70% Group Discussion
	11:30-14:00	**Luch time**				
	14:00-15:30	14-531 14-532 14-533	Self-practice of designing dance courses combining the above self-study content.	Group Leaders	1.5 hours	Module 2. 70% Self-Study
	15:30-16:00	**Tea break**				
	16:00-17:30	14-531 14-532 14-533	Self-practice of designing dance courses combining the above self-study content.	Group Leaders	1.5 hours	Module 2. 70% Self-Study

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 5.5 hours

2. Implementation Process

On the fifth day, training included self-study of teaching modes, group discussion, sharing, self-study of a Chinese ethnic folk dance sequence, and designing dance courses. Participants learned multiple teaching modes, designed methods for

different student groups, and summarized their understanding. During group discussions, they shared and improved their learning outcomes. In the afternoon, they applied their self-study by designing a dance course based on the learned sequence.

Table 16 Day 6 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 6	08:00-08:30	**Registration**				
	08:30-10:00	14-240	Self-learn 3 or more teaching methods and organize and summarize them.	Group Leaders	1.5 hours	Module 2. 70% Self-Study
	10:00-10:30	**Tea break**				
	10:30-12:00	14-240	Engage in group discussion and share the self-learning outcomes mentioned above.	Group Leaders	1.5 hours	Module2. 70% Group Discussion
	12:00-14:00	**Luch time**				
	14:00-15:30	16-310	Exploring Professional Ethics	Group Leaders	1.5 hours	Module 1. 70% Group Discussion
	15:30-16:00	**Tea break**				
	16:00-17:30	14-531	Exploring Teaching Ability	Group Leaders	1.5 hours	Module 2. 70% Group Discussion

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

   (70% Learning by Experience): 6 hours

2. Implementation Process

   The sixth day of this training is mainly divided into 4 parts, which are similar to the content of the fifth day and serve as further in-depth training. These include self-learning teaching methods and organizing and summarizing the outcomes, group discussions and sharing, self-learning a fragment of a Chinese ethnic folk dance movement, and self-practice in designing dance lessons based on the self-learning outcomes from the afternoon. In the part of self-learning teaching methods, participants independently learn 3 or more teaching methods and organize and summarize them to better understand and master the basic theories and methods of

teaching. In the group discussions and sharing part, participants share and discuss their experiences and feelings when self-learning teaching methods with others and summarize new perspectives and achievements. In the part of self-learning a fragment of a Chinese ethnic folk dance movement, participants independently complete the learning tasks to better understand and master the movements of Chinese ethnic folk dance. In the self-practice part, participants conduct self-practice in designing dance lessons based on the self-learning outcomes from the afternoon and continuously improve their skills through practice.

Table 17 Day 7 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 7	08:00-08:30	**Registration**				
	08:30-10:00	16-310	Analyze and summarize teaching cases.	Group Leaders	1.5 hours	Module 2. 70% Case Analysis
	10:00-10:30	**Tea break**				
	10:30-12:00	16-310	Analyze and summarize teaching cases.	Group Leaders	1.5 hours	Module 2. 70% Case Analysis
	12:00-14:00	**Luch time**				
	14:00-15:30	14-240	Engage in group discussion and share the results of the above analysis.	Group Leaders	1.5 hours	Module2. 70% Group Discussion
	15:30-16:00	**Tea break**				
	16:00-17:30	14-240	Self-organize the publishing direction of relevant journals.	Group Leaders	1.5 hours	Module 4. 70% Self-Study

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 6 hours

2. Implementation Process

The seventh day of this training mainly includes the analysis and summarization of teaching cases, group discussions and sharing, and self-learning of the publishing direction of relevant dance journals. The 2 time periods are both

dedicated to the analysis of teaching cases, and the moderators are the leaders of each group, based on the case analysis part in Module 2. In the third part, the analysis results of the morning are discussed and shared in groups, and the moderators are still the leaders of each group, based on the group discussion part in Module 2. In the final part, participants need to self-organize the publishing direction of relevant dance journals and then summarize this by the group leaders, based on the self-study part in Module 4.

Table 18 Day 8 training agenda

	Time	Location	Content	Host	Duration	Notes
	08:00-08:30	**Registration**				
	08:30-10:00	16-310	Analyze and summarize teaching cases.	Group Leaders	1.5 hours	Module 2. 70% Case Analysis
	10:00-10:30	**Tea break**				
Day 8	10:30-11:30	16-310	Analyze and summarize teaching cases.	Group Leaders	1 hour	Module 2. 70% Case Analysis
	11:30-14:00	**Luch time**				
	14:00-15:30	14-240	Engage in group discussion and share the results of the above analysis.	Group Leaders	1.5 hours	Module2. 70% Group Discussion
	15:30-16:00	**Tea break**				
	16:00-17:30	14-240	Self-organize the writing standards of relevant journals.	Group Leaders	1.5 hours	Module 4. 70% Self-Study

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 5.5 hours

2. Implementation Process

The content of the eighth day of this training is similar to the seventh day, including analyzing and summarizing teaching cases, group discussions and

sharing, and self-learning of the publishing direction of relevant dance journals. The first and second time periods are both from the case analysis part in Module 2, and are led by the group leaders. In the third part, the analysis results of the morning are discussed and shared in groups, also organized by the group leaders, based on the group discussion part in Module 2. In the final part, participants organize the publishing direction of relevant dance journals, based on the self-study part in Module 4.

Table 19 Day 9 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 9	08:00-08:30	Registration				
	08:30-10:00	14-240	Self-study the search function of 3 or more literature databases.	Group Leaders	1.5 hours	Module 4. 70% Self-Study
	10:00-10:30	Tea break				
	10:30-12:00	14-240	Engage in group discussion and share the above self-study content.	Group Leaders	1.5 hours	Module 4. 70% Group Discussion
	12:00-14:00	Luch time				
	14:00-15:30	14-240	Self-study the method of using one data statistics and analysis tool.	Group Leaders	1.5 hours	Module 4. 70% Self-Study
	15:30-16:00	Tea break				
	16:00-17:30	14-240	Engage in group discussion and share the above self-study content.	Group Leaders	1.5 hours	Module 4. 70% Group Discussion

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 6 hours

2. Implementation Process

The content of the ninth day of this training mainly includes self-

studying the search function of literature databases, group discussion and sharing, and learning the use of data statistics and analysis tools. The activities in the first and third time periods are both from the self-study part in Module 4, led by the group leaders, where participants self-study the search function of 3 or more literature databases, as well as one data statistics and analysis tool. In the second and fourth time periods, participants engaged in group discussions and sharing of the learning content.

Table 20 Day 10 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 10	08:30-09:00	**Registration**				
	09:00-10:00	14-240	Organize a lecture titled "Stage Lighting Design for Dance".	Ma Bin (program Manager)	1 hour	Module 3. 10% On-the-Job Training
	10:00-10:30	**Tea break**				
	10:30-11:30	14-240	Host a lecture on "Stage Lighting Design for Dance".	Ma Bin (program Manager)	1 hour	Module 3. 10% On-the-Job Training
	11:30-14:00	**Luch time**				
	14:00-15:30	14-531	Conduct case analysis on dance work creation.	Group Leaders	1.5 hours	Module 3. 70% Case Analysis
	15:30-16:00	**Tea break**				
	16:00-17:00	14-531	Organize experts to provide teaching and guidance on dance creation based on the results of the above case analysis.	Ma Bin (program Manager)	1 hour	Module 3. 20% Teaching and Guidance

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 1.5 hours

(20% Learning by Others): 1hour

(10% Learning by Courses): 2 hours

2. Implementation Process

The content of the tenth day of this training mainly involves a lecture on stage lighting design for dance, case analysis on dance work creation, and expert guidance. The first 2 time periods were hosted by the program leader, Ma Bin, and invited relevant experts to share knowledge on stage lighting design for dance. In the third time period, the group leaders conducted case analysis on dance work creation, based on the learning content from Module 3. In the final time period, expert teaching and guidance on dance creation were provided, also based on the learning content from Module 3.

Table 21 Day 11 training agenda

	Time	Location	Content	Host	Duration	Notes
	08:00-08:30		**Registration**			
	08:30-10:00	14-240	Analyze and summarize excellent papers on dance published by others.	Group Leaders	1.5 hours	Module 4. 70% Case Analysis
	10:00-10:30		**Tea break**			
Day 11	10:30-12:00	14-240	Conduct group discussions and sharing of the analysis results.	Group Leaders	1.5 hours	Module 4. 70% Group Discussion
	12:00-14:00		**Luch time**			
	14:00-15:30	14-531	Conduct case analysis on dance work creation.	Group Leaders	1.5 hours	Module 3. 70% Case Analysis
	15:30-16:00		**Tea break**			
	16:00-17:00	14-531	Organize experts to provide teaching and guidance on dance creation based on the results of the above case analysis.	Ma Bin (program Manager)	1 hour	Module 3. 20% Teaching and Guidance

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

    (70% Learning by Experience): 4.5 hours

    (20% Learning by Others): 1hour

2. Implementation Process

The content of the eleventh day of this training mainly involved analyzing and summarizing excellent papers on dance published by others, group discussions and sharing, and case analysis on dance work creation. In the first 2 time periods, each group leader organized the trainees to conduct case analysis and summarization on excellent papers on dance published by others, and then conducted group discussions and sharing of the analysis results. This part of learning comes from Module 4. In the third time period, each group leader organized group members to conduct case analysis on dance work creation. This part of learning comes from Module 3. In the final time period, expert teaching and guidance on dance creation were provided.

Table 22 Day 12 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 12	08:00-08:30	Registration				
	08:30-10:00	14-240	Analyze and summarize excellent papers on dance published by others.	Group Leaders	1.5 hours	Module 4. 70% Case Analysis
	10:00-10:30	Tea break				
	10:30-12:00	14-240	Conduct group discussions and sharing of the analysis results.	Group Leaders	1.5 hours	Module 4. 70% Group Discussion
	12:00-14:00	Luch time				
	14:00-15:30	16-310	Invite experts to give a lecture on the fundamentals of statistics.	Ma Bin (program Manager)	1.5 hours	Module4. 10% On-the-Job Training
	15:30-16:00	Tea break				
	16:00-17:30	16-310	Invite experts to conduct training on the use of "SPSS".	Ma Bin (program Manager)	1.5 hours	Module4. 10% On-the-Job Training

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 3 hours

(10% Learning by Courses): 3 hours

2. Implementation Process

The content of the twelfth day of this training mainly included analyzing and summarizing excellent papers on dance published by others, group discussions and sharing, a lecture on the fundamentals of statistics, and training on the use of SPSS. In the first 2 time periods, each group leader will lead the participants to conduct case analysis and summarization on excellent papers on dance, and then conduct group discussions and sharing of the analysis results. This part of learning comes from Module 4. In the third time period, experts gave a lecture on the fundamentals of statistics, which is also a part of learning from Module 4. In the final time period of the training, experts conducted training on the use of SPSS.

Table 23 Day 13 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 13	08:00-08:30	Registration				
	08:30-10:00	14-240	Analyze and summarize your own published papers through case studies.	Group Leaders	1.5 hours	Module 4. 70% Case Analysis
	10:00-10:30	Tea break				
	10:30-12:00	14-240	Conduct group discussions and sharing of the analysis results.	Group Leaders	1.5 hours	Module 4. 70% Group Discussion
	12:00-14:00	Luch time				
	14:00-15:00	14-531	Invite experts to provide diagnostic guidance on teaching ability for a dance class.	Ma Bin (program Manager)	1 hour	Module 2. 20% Teaching and Guidance
	15:00-15:30	Tea break				
	15:30-16:30	16-310	Invite experts to provide diagnostic guidance on teaching ability for a dance class.	Ma Bin (program Manager)	1 hour	Module 2. 20% Teaching and Guidance
	16:30-18:00	16-310	Conduct Online Training on Academic Writing Skills.	Group Leaders	1.5 hours	Module 4. 20% Online Training

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 3 hours

(20% Learning by Others): 3.5 hours

    2. Implementation Process

        The thirteenth day of this training is divided into 4 time periods, namely, case analysis of your own published papers, group discussions and sharing, diagnostic guidance on teaching ability for a dance class. In the first 2 time periods, each group leader led the participants to conduct case analysis and summarization on their own published paper and then conducted group discussions and sharing of the analysis results. This part of learning comes from Module 4. In the latter 2 time periods, experts provided diagnostic guidance on teaching ability for a dance class. The participants were able to learn more practical teaching skills and methods from the experience of the experts.

Table 24 Day 14 training agenda

	Time	Location	Content	Host	Duration	Notes
	08:00-08:30		Registration			
	08:30-10:00	14-240	Conduct case analysis and summarization of own published papers.	Group Leaders	1.5 hours	Module 4. 70% Case Analysis
	10:00-10:30		Tea break			
	10:30-12:00	14-240	Conduct group discussions and sharing of the analysis results.	Group Leaders	1.5 hours	Module 4. 70% Group Discussion
Day 14	12:00-14:00		Luch time			
	14:00-15:30	16-310	Invite experts to provide on-site guidance for the papers that trainees are currently writing.	Ma Bin (program Manager)	1.5 hours	Module 4. 20% Teaching and Guidance
	15:30-16:00		Tea break			
	16:00-17:30	16-310	Invite experts to provide on-site guidance for the papers that trainees are currently writing.	Ma Bin (program Manager)	1.5 hours	Module 4. 20% Teaching and Guidance

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

   (70% Learning by Experience): 3 hours

   (20% Learning by Others): 3 hours

2. Implementation Process

The 4 segments of the fourteenth day of this training are case analysis and summarization of own published papers, and group discussions and sharing of the analysis results. The content comes from the case analysis section of Module 4. In the afternoon, experts were invited to provide on-site guidance for trainees who are currently writing papers, helping them identify problems in paper writing and providing practical solutions. This training activity is selected from the teaching and guidance section of Module 4.

Table 25 Day 15 training agenda

	Time	Location	Content	Host	Duration	Notes
Day 15	08:00-08:30	**Registration**				
	08:30-10:00	Sias Teaching Theatre	Design lighting and stage synthesis based on dance performances for stage exhibition.	Ma Bin (program Manager)	1.5 hours	Module 3. 70% Stage Performance
	10:00-10:30	**Tea break**				
	10:30-12:00	Sias Teaching Theatre	Design lighting and stage synthesis based on dance performances for stage exhibition.	Ma Bin (program Manager)	1.5 hours	Module 3. 70% Stage Performance
	12:00-14:00	**Luch time**				
	14:00-15:30	Sias Teaching Theatre	Design costumes and makeup based on dance performances for stage exhibition.	Ma Bin (program Manager)	1.5 hours	Module 3. 70% Stage Performance
	15:30-16:00	**Tea break**				
	16:00-17:30	Sias Teaching Theatre	Stage Performance and closing ceremony.	Duan Xu （Dean of the Music College）	1.5 hours	Module 3. 70% Stage Performance

According to Table, the detailed analysis is as follows:

1. Ratio (70:20:10)

(70% Learning by Experience): 6 hours

2. Implementation Process

This training is the final day, and the entire day's training revolves around the stage performance section of Module 3, with all sessions held at the Sias Teaching Theatre. The content of the morning and afternoon sessions is lighting design and stage synthesis based on dance performances for stage exhibition. The host is program leader Ma Bin. This training activity is selected from the stage performance section of Module 3. In the afternoon, costume design and makeup were conducted based on dance performances for stage exhibition. Finally, in the evening from 16:00 to 17:30, there was a stage exhibition, closing ceremony, and certificate presentation. The host is Duan Xu, the dean of the College of Music. He expressed that all trainees have successfully completed this training activity, improving their professional ethics, teaching ability, professional skills, and research ability, greatly enhancing the competence of dance teachers at Zhengzhou Sias University. The training program has played a positive role in promoting the development of dance education at Zhengzhou Sias University, and the training was a complete success. In the end, this program training concluded in a joyful atmosphere.

In summary, the implementation of the program lasted for 15 days, totaling 90 hours, wherein 70% was Learning by Experience (63 hours), 20% was Learning by Others (18 hours), and 10% was Learning by Courses (9 hours).

5.Data Manipulation

The researcher analyzed the conclusions from the interview content and grouped the collected information. This study summarized the program to enhance dance teachers' competency.

After collecting all the necessary data and information, the researcher conducted a thorough analysis of the conclusions drawn from the interview content. To gain a more comprehensive understanding of the study's findings, the researcher then grouped the collected information into relevant categories. Through this data analysis process, the researcher identified key insights and trends related to the

program, which formed the basis of the study's conclusions and recommendations.

In particular, the researcher summarized the program and its effectiveness in enhancing dance teachers' competencies. This involved identifying areas where the program was particularly effective and highlighting areas where there may be room for improvement. The resulting study provided valuable insights for practitioners, policymakers, and other stakeholders in the field of dance education, contributing to a better understanding of how this program can be used to enhance the overall competency of dance teachers.

6.Data Analysis

This study presents the results of dance teachers' competency after program implementation, as shown in Table 26, using paired sample t-test for detailed data analysis. The research focuses on examining the changes in four key components: professional ethics, teaching ability, professional skills, and research ability before and after the training.

Table 26 Results of Dance Teachers' Competency after Program Implementation

Components	Sample size	After		Before		$\bar{X}_1 - \bar{X}_2$	S.D.$_1$- S.D.$_2$	t	p
		$\bar{X}_1$	S.D.$_1$	$\bar{X}_2$	S.D.$_2$				
Professional ethics	19	37.37	0.955	36.26	0.872	1.105	0.937	5.144	0.001
Teaching ability	19	27.21	3.047	21.21	1.475	6.000	3.416	7.657	0.001
Professional skills	19	26.74	0.653	25.05	0.705	1.684	0.749	9.798	0.001
Research ability	19	23.95	0.848	21.42	1.305	2.526	0.772	14.258	0.001

Table shows the results of dance teachers' competency after the program implementation, analyzed using paired sample t-test. Below is a detailed analysis of the data in the table:

Professional Ethics: The mean score before training was 36.26 with a standard deviation of 0.872; after training, the mean score was 37.37 with a standard deviation of 0.955. The mean difference was 1.105, with a standard deviation difference of 0.937, a t-value of 5.144, and a p-value of 0.001. The results indicate that professional ethics significantly improved after the training, with the t-value exceeding the critical value and the p-value being less than 0.05, demonstrating statistical significance.

Teaching Ability: The mean score before training was 21.21 with a standard deviation of 1.475; after training, the mean score was 27.21 with a standard deviation of 3.047. The mean difference was 6.000, with a standard deviation difference of 3.416, a t-value of 7.657, and a p-value of 0.001. The results indicate that teaching ability significantly improved after the training, with the t-value exceeding the critical value and the p-value being less than 0.05, demonstrating statistical significance.

Professional Skills: The mean score before training was 25.05 with a standard deviation of 0.705; after training, the mean score was 26.74 with a standard deviation of 0.653. The mean difference was 1.684, with a standard deviation difference of 0.749, a t-value of 9.798, and a p-value of 0.001. The results indicate that professional skills significantly improved after the training, with the t-value exceeding the critical value and the p-value being less than 0.05, demonstrating statistical significance.

Research Ability: The mean score before training was 21.42 with a standard deviation of 1.305; after training, the mean score was 23.95 with a standard deviation of 0.848. The mean difference was 2.526, with a standard deviation difference of 0.772, a t-value of 14.258, and a p-value of 0.001. The results indicate that research ability significantly improved after the training, with the t-value exceeding the critical value and the p-value being less than 0.05, demonstrating statistical significance.

The data ranking shows that professional ethics and professional skills had higher scores before the training, while teaching ability was relatively lower. After the training, the increase in teaching ability was the most significant, far surpassing the other three components, indicating the program's effectiveness in enhancing teaching skills. The t-values represent the magnitude of difference between the two sets of data means, with higher t-values indicating more significant differences. The p-values

indicate the significance of these differences, with lower p-values showing higher statistical significance. All four components have p-values of 0.001, much less than 0.05, indicating statistically significant differences.

Using paired sample t-test, it was found that dance teachers significantly improved in professional ethics, teaching ability, professional skills, and research ability after the program training. These results show that the training program was effective in enhancing the comprehensive quality of dance teachers, positively impacting their professional development at Zhengzhou Sias University.

In summary, the table lists the four main components (professional ethics, teaching ability, professional skills, and research ability) with their mean values and standard deviations before and after training. The paired sample t-test calculated the t-values and p-values, showing that the improvements in teachers' competencies after the training were statistically significant. This table demonstrates that the training program was effective in enhancing dance teachers' competencies, significantly improving their professional ethics, teaching ability, professional skills, and research ability.
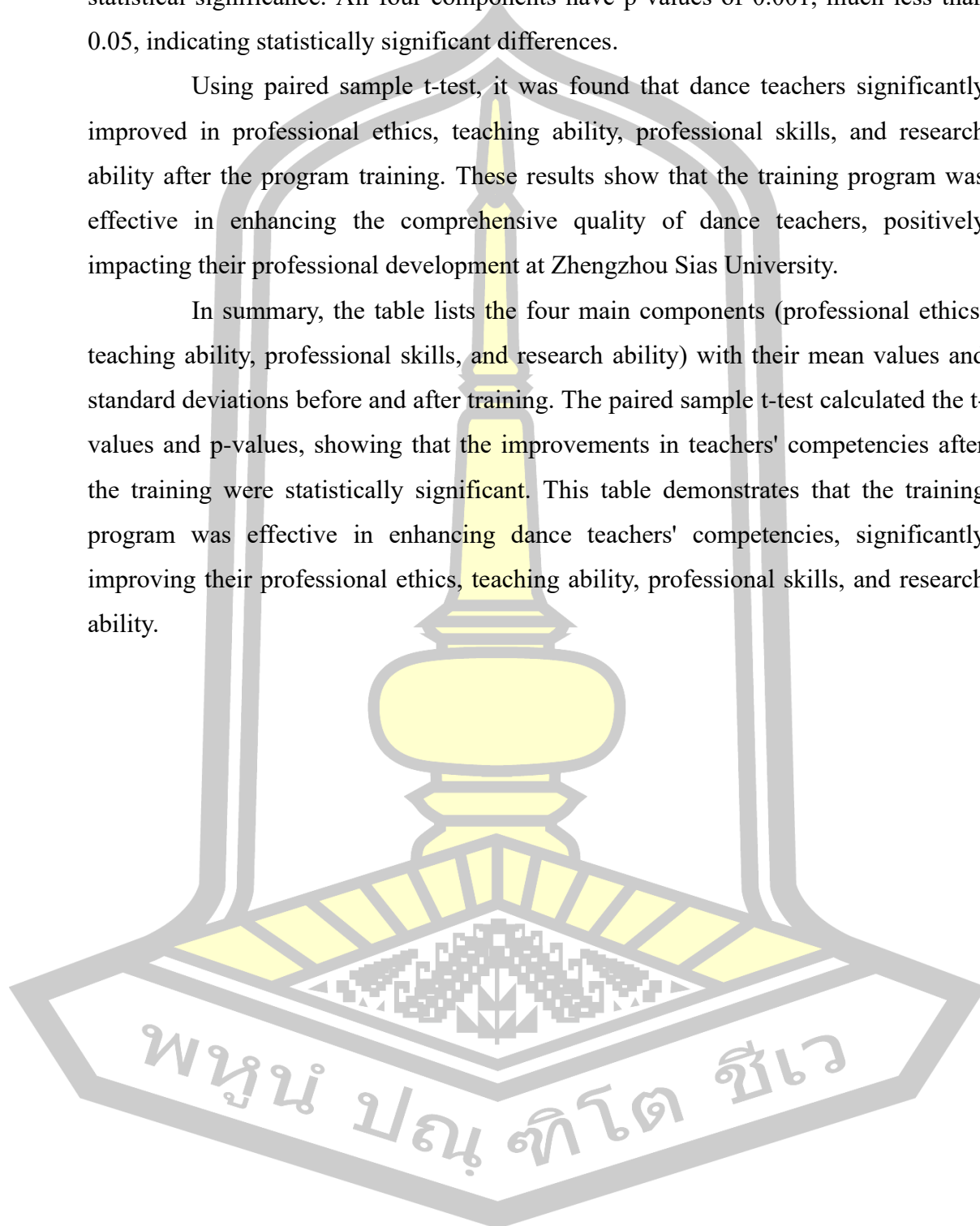
CHAPTER IV

DATA ANALYSIS RESULTS

Research on program to enhance dance teachers' competency in dance department, Zhengzhou Sias University. The researcher presents the results of data analysis in the following order:

1. Symbols used to present data analysis results
2. Sequence of steps in presenting data analysis results
3. Results of data analysis

Symbols used to present data analysis results

In presenting the results of the data analysis and interpreting the results of the data analysis. The researcher uses symbols to represent various meanings as follows:

$\bar{X}$ Mean

S.D.   Standard deviation

PNI Modified   Refers to the Priority Needs Ranking Index.
              (Priority Demand Index)

N   Refers to the number of samples.

D   Refers to the current condition (Degree of success)

I   Refers to the need for development (Importance)

Sequence of steps in presenting data analysis results

The researcher analyzed the data divided into 4 stages as follows:

Stage 1: To investigate the components of dance Teachers' competency in dance department, Zhengzhou Sias University.

Stage 2: To explore the current state, desired State and need assessment (PNI) for dance Teachers' competency in dance department, Zhengzhou Sias University.

Stage 3: To design and construct for the program to enhance dance Teachers' competency in dance department, Zhengzhou Sias University.

Stage 4: To study the effect of the program to enhance dance Teachers' competency in dance department, Zhengzhou Sias University.

Results

Stage I: To investigate the components of dance teachers' competency in dance department, Zhengzhou Sias University

1. Results of Components and Indicators

Table 27 Shows the components and performance indicators of dance teachers' competency

Components	Meaningful synthesis components similar or consistent
Professional ethics	1.Professional identity
	2.Education mission
	3.Professional norms
	4.Ethical standards
Teaching ability	1.Teaching mode
	2.Teaching method
	3.Curriculum design
Professional skills	1. Dance demonstration
	2. Dance creation
	3. Planning and organization
Research ability	1. Literature search and organization
	2. Data collection and analysis
	3.Paper writing and publishing

From Table, it is found that the components and performance indicators of dance teachers' competency are 4 components and 13 indicators as follows:

1. The professional Ethics component consists of 4 indicators: Professional identity, Education mission, Professional norms and Ethical standards.

2. The teaching ability component consist of 3 indicators: Teaching mode, Teaching method and Curriculum design.

3. The professional skills component consists of 3 indicators: Dance demonstration, Dance creation and Planning and organization.

4. The research ability component consists of 3 indicators: Literature search and organization, Data collection and analysis and Paper writing and publishing.

In this stage, researchers distributed expert assessment forms to 5 experts to examine the applicability level of the 4 components of dance teacher competence, and collected the forms within 2 weeks.

Table 28 Suitability Level of Dance Teacher Competence in the Dance Department of Zhengzhou Sias University

Items	Components of dance teachers' competency	$\overline{X}$	S.D	Level of Suitability
1	Professional ethics	4.85	0.06	Very High
2	Teaching ability	4.80	0.14	Very High
3	Professional skills	4.93	0.09	Very High
4	Research ability	4.83	0.12	Very High
	Total	4.85	0.02	Very High

The table shows high ratings for all components of dance teachers' competency—professional ethics, teaching ability, professional skills, and research ability—with mean scores of 4.85, 4.80, 4.93, and 4.83, respectively. Professional skills received the highest score. Low standard deviations (0.06 to 0.14) indicate strong consensus. The combined mean score of 4.85 and a standard deviation of 0.02 reflect unanimous agreement on the high suitability of these competencies for dance teachers at Zhengzhou Sias University.

Table 29 Components of Dance Teacher Competence and the Suitability Level of
Each Indicator

Components	Indicator	$\overline{\text{X}}$	S.D	Level of Suitability
1 Professional ethics		4.85	0.06	Very High
Professional identity	1.Passionate about education career.	5.00	0.00	Very High
	2.Proud to be a teacher.	5.00	0.00	Very High
Education mission	3. Actively guide students in establishing a correct world view, outlook on life, and values.	4.80	0.45	Very High
	4. Actively cultivate students' sense of social responsibility and historical mission.	4.80	0.45	Very High
Professional norms	5. Understand the ten Standards of Professional Behavior for College Teachers.	5.00	0.00	Very High
	6. Adhere to professional norms and have no disciplinary violations.	4.60	0.55	Very High
Ethical standards	7.Have a good understanding of the Code of Ethics for Higher Education Teachers.	4.60	0.55	Very High
	8. Adhere to moral standards and have no disciplinary violations.	5.00	0.00	Very High
2 Teaching ability		4.80	0.14	Very High
Teaching mode	9. Have knowledge of 3 or more teaching models.	4.80	0.45	Very High
	10. Actively learn advanced teaching models.	4.80	0.45	Very High
Teaching method	11. Teaching methods can effectively organize classroom activities.	4.60	0.55	Very High
	12. Teaching methods can increase students' interest in learning.	5.00	0.00	Very High
Curriculum design	13. Value curriculum design and have a strong sense of design.	5.00	0.00	Very High
	14. Have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.	4.60	0.55	Very High

Table 29 (Continue)

Components	Indicator	$\overline{X}$	S.D	Level of Suitability
3 Professional skills		4.93	0.09	Very High
Dance demonstration	15. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them.	5.00	0.00	Very High
	16. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.	4.60	0.55	Very High
Dance creation	17. Be familiar with the theory and technical methods of dance creation.	5.00	0.00	Very High
	18. Regularly engage in dance creation activities.	5.00	0.00	Very High
Planning and organization	19. Regularly guide, plan, and organize large-scale artistic activities.	5.00	0.00	Very High
	20. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.	5.00	0.00	Very High
4 Research ability		4.83	0.12	Very High
Literature search and organization	21. Have knowledge of literature search tools and how to use them.	4.60	0.55	Very High
	22. Have knowledge of 3 or more literature databases.	5.00	0.00	Very High
Data collection and analysis	23. Have knowledge of basic statistics and its application.	5.00	0.00	Very High
	24. Can use tools to organize and summarize data.	4.80	0.45	Very High
Paper writing and publishing	25. Be familiar with the norms and requirements of paper writing.	4.80	0.45	Very High
	26. Have knowledge of the research directions of journals in the field.	4.80	0.45	Very High
Total		4.85	0.02	Very High

The data in Table indicates that the suitability level of the 4 components and 26 indicators of dance teacher competence were deemed reasonable and received agreement and recognition from the experts through their evaluations.

2. Interview on Key Performance Indicators (KPI)

This section of the study is aimed at discussing the Key Performance Indicators (KPI) that contribute to the improvement of the dance teachers' competency in Dance Department, Zhengzhou Sias University. This discussion aims to clarify the constituent parts and important indicators of the competence of dance teachers. The main topics covered in the interview are as follows:

2.1 Professional ethics

Expert 1:

"...I agree with the components and indicators of professional ethics and emphasizes the importance of professional identity for dance teachers, which is the foundation of their work and a prerequisite for becoming a dance teacher... "

(Educational institution administrators, December 13th, 2023：Interview)

Expert 2:

"...I agree with the components and indicators of professional ethics and emphasizes the importance of strictly adhering to professional norms and ethical standards in order to become a qualified dance teacher. Considering the current situation of dance teachers, there is a need to strengthen learning and cultivation in these areas... "

(Educational institution administrators, December 13th, 2023：Interview)

Expert 3:

"...I agree with the components and indicators of professional ethics and provides suggestions in light of the current situation of dance teachers. It is emphasized that being familiar with professional norms and ethical standards is a prerequisite for becoming a college dance teacher and should be valued... "

<div align="right">(Educational institution administrators,</div>

<div align="right">December 13th, 2023：Interview)</div>

Expert 4:

"...I believe that it is very important to cultivate students into capable individuals. Therefore, dance teachers should pay attention to this issue and improve their understanding and ability in this area... "

<div align="right">(Dance teacher, December 13th, 2023：Interview)</div>

Expert 5:

"...I believe that it is necessary to have a passion for dance education in order to engage in higher education dance teaching. Feeling proud of being a dance teacher would also serve as a source of motivation for their work... "

<div align="right">(Dance teacher, December 13th, 2023：Interview)</div>

According to the interview results, the key technical indicators of professional ethics should include professional identity, educational mission, professional norms, and ethical standards.

2.2 Teaching ability

Expert 1:

"...I believe that a good teaching method is an important way to improve teaching effectiveness, which can have a positive impact on course design. Therefore, dance teachers should attach great importance to teaching methods... "

<div align="right">(Educational institution administrators,</div>

<div align="right">December 13th, 2023：Interview)</div>

Expert 2:

"...I believe that dance teaching is usually passed down orally and through personal instruction, lacking motivation for reform in teaching mode. Innovative teaching modes are an important breakthrough to improve dance teachers' teaching ability... "

<div align="right">(Educational institution administrators,</div>

<div align="right">December 13th, 2023：Interview)</div>

Expert 3:

"...I believe that dance teachers used to not pay much attention to

course design, but it is very important for achieving teaching goals. Therefore, there is a need to strengthen dance teachers' ability in this regard... "

(Educational institution administrators,

December 13th, 2023：Interview)

Expert 4:

"...I think that teaching mode is essential for the reform of dance teaching, and it is the starting point for innovation in dance class teaching... "

(Dance teacher, December 13th, 2023：Interview)

Expert 5:

"...I think that an effective lesson design has a direct and positive impact on improving teaching effectiveness and quality. Dance teachers should therefore strengthen their ability in this area... "

(Dance teacher, December 13th, 2023：Interview)

According to the interview results, the key technical indicators of teaching ability should include teaching mode, teaching methods, and curriculum design.

2.3 Professional skills

Expert 1:

"...I think that demonstration ability of movements is an essential skill for dance teachers and is the primary means of teaching in dance classrooms. Therefore, it should be given great importance... "

(Educational institution administrators,

December 13th, 2023：Interview)

Expert 2:

"...I think that in activity planning and organizational skills, the ability to write activity plans and coordinate on-site activities is crucial, making it one of the essential professional skills that dance teachers must possess... "

(Educational institution administrators,

December 13th, 2023：Interview)

Expert 3:

"...I think that dance creation activities are crucial in producing

results in dance teaching outcomes. It is an essential indicator for evaluating dance teaching results and innovation... "

(Educational institution administrators, December 13th, 2023：Interview)

Expert 4:

"...I believe that dance creation is an important factor for the development of dance teachers. However, it is not a fundamental factor in dance teaching, so it's not considered as essential... "

(Dance teacher, December 13th, 2023：Interview)

Expert 5:

"...I think that demonstration ability for dance movements is a fundamental skill for dance teachers, and therefore, it is essential to continuously improve this skill. Activity planning and organizational skills are crucial in testing the practical teaching abilities of teachers, and it should not be overlooked... "

(Dance teacher, December 13th, 2023：Interview)

According to the interview results, the key technical indicators of professional skills should include dance demonstration, dance creation, and event planning and organization.

2.4 Research ability

Expert 1:

"...I suggest that the last item, which is writing and publishing academic papers, should be explicitly included as an indicator of the ability to write and publish academic articles... "

(Educational institution administrators, December 13th, 2023：Interview)

Expert 2:

"...I think that dance teachers generally pay more attention to dance technical skills and overlook their ability to summarize dance theory. Therefore, it's necessary to focus on improving the dance basic theoretical knowledge of dance teachers... "

(Educational institution administrators,

December 13th, 2023：Interview)

Expert 3:

"...I believe that standardized writing of papers is a basic skill for college dance teachers and does not need to be a key indicator. They suggest that it's important to have an understanding of the submission direction, writing framework, and fundamental content of different journals... "

(Educational institution administrators,

December 13th, 2023：Interview)

Expert 4:

"...I think that literature retrieval is helpful in quickly understanding related research achievements of predecessors, and it's a great help in determining research direction and verifying the innovation of research content. Therefore, it's necessary to strengthen training and learning in this area... "

(Dance teacher, December 13th, 2023：Interview)

Expert 5:

"...I thank that dance teachers generally lack professional knowledge and practical experience in data collection, sorting, and analysis. Therefore, they recommend learning to use apps and software that are helpful for data collection, sorting, and analysis... "

(Dance teacher, December 13th, 2023：Interview)

According to the interview results, the key technical indicators of research ability should include Literature search and organization, data organization and analysis, and Paper writing and publishing.
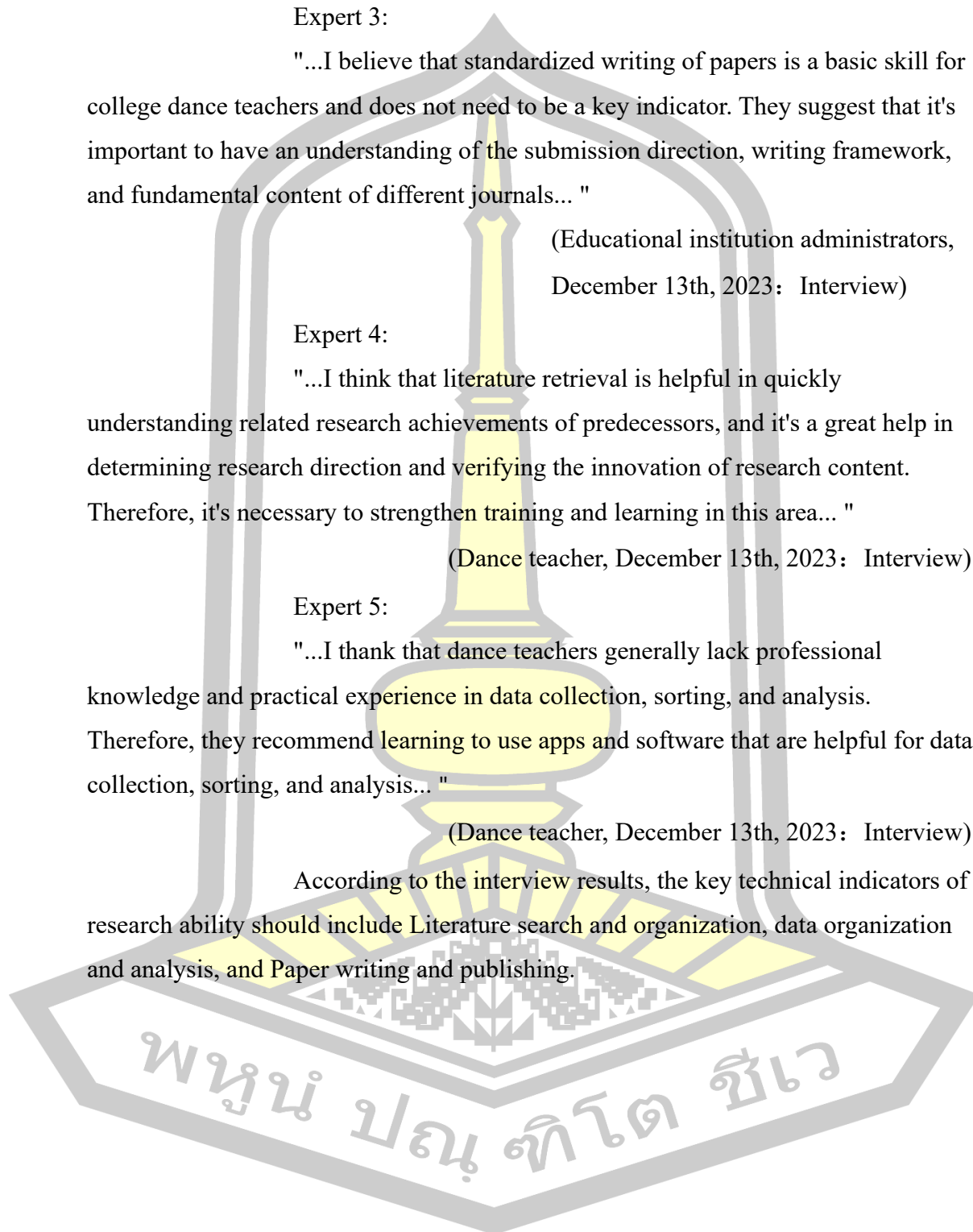
Stage II: To explore the current state, desired state and need assessment (PNI) for dance teachers' competency in dance department, Zhengzhou Sias University

1. Basic information of the sample

Table 30 Shows the basic information of survey participants

Respondents' status	Frequency	Percentage
1.Gender		
1.1 Male	9	47.37%
1.2 Female	10	52.63%
2.Age		
2.1 Under 30 years old	8	42.11%
2.2 31—35years old	7	36.84%
2.3 36—40years old	3	15.79%
2.4 More than 40 years old	1	5.26%
3.Teaching experiences		
3.1 Less than 5 years	7	36.84%
3.2 Between 5 and 10 years	7	36.84%
3.3 Between 11 and 15 years	3	15.79%
3.4 More than 15 years	2	10.53%
4. Professional title		
4.1 Teacher	13	68.42%
4.2 Lecturer	3	15.79%
4.3 Associate professor	3	15.79%
4.4 Professor	0	0%
Total	19	100%

According to the data displayed in Table, it can be found that the gender ratio of the respondents is relatively balanced, with male teachers accounting for 47.37% and female teachers accounting for 52.63%. Most of the respondents are under the age of 30, accounting for 42.11%. Most of these teachers have teaching experience of less than 10 years, accounting for 73.68%. The majority of the title is assistant teacher, accounting for 68.42%.

2. The mean and standard deviation of the current and expected levels, PNI, and ranking

This section displays the mean and standard deviation of the current and expected level of competency of dance teachers in the Dance Department of Zhengzhou Sias University, as well as the level grades. The specific data can be found in Tables 30-34.

Table 31 Shows the mean, standard deviation, level of competency on the 4 components of dance teachers' competence

Components	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level		
1. Professional ethics	3.34	0.34	Medium	4.35	0.32	High	0.30	4
2. Teaching ability	3.04	0.50	Medium	4.11	0.24	High	0.35	2
3. Professional skills	3.21	0.67	Medium	4.22	0.35	High	0.32	3
4. Research ability	2.74	0.51	Medium	4.11	0.37	High	0.50	1
Total	3.08	0.51	Medium	4.20	0.32	High		

From Table, it is found that the total and each components of teachers' competency in the current state are medium, But the total and each components of teachers' competency in the desired state are high level. The demand values, ranked from highest to lowest, are: Research Ability, Teaching Ability, Professional Skills, and Professional Ethics. This indicates that teachers have the highest demand for improving Research Ability, followed by Teaching Ability and Professional Skills, while the demand for Professional Ethics is relatively lower.

Table 32 shows the mean, standard deviation, and level of competency in the 4 components and indicators of professional ethics

Professional ethics	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level		
Indicator1 **Professional identity** 1. Passionate about education career.	4.16	0.69	High	4.21	0.63	High	0.12	6
2.Proud to be a teacher.	3.70	0.63	High	4.21	0.71	High	0.14	5
Indicator2 **Education mission** 3. Actively guide students in establishing a correct world view, outlook on life, and values.	3.26	0.56	Medium	4.42	0.51	High	0.36	4
4. Actively cultivate students' sense of social responsibility and historical mission.	2.95	0.52	Medium	4.37	0.60	High	0.48	3
Indicator3 **Professional norms** 5. Understand the ten standards of professional behavior for college teachers.	2.26	0.45	low	4.79	0.42	Very High	1.12	1
6. Adhere to professional norms and have no disciplinary violations.	4.11	0.74	high	4.16	0.50	High	0.01	8
Indicator4 **Ethical standards** 7.Have a good understanding of the Code of Ethics for Higher Education Teachers.	2.37	0.50	low	4.74	0.45	Very High	1.00	2
8. Adhere to moral standards and have no disciplinary violations.	3.84	0.69	High	3.90	0.57	High	0.02	7
Total	3.34	0.34	Medium	4.35	0.32	High		

From Table, it is found that the current state of professional ethics among dance teachers at Zhengzhou Sias University is at a good level, with the following average values sorted from highest to lowest: 1. Passionate about the education career ($\bar{X}$ = 4.16), 2. Adherence to professional norms with no disciplinary violations ($\bar{X}$ = 4.11), 3. Adherence to moral standards with no disciplinary violations ($\bar{X}$ = 3.84), 4.

Proud to be a teacher ($\overline{X}$ = 3.70), 5. Actively guiding students in establishing a correct worldview, outlook on life, and values ($\overline{X}$ = 3.26), 6. Actively cultivating students' sense of social responsibility and historical mission ($\overline{X}$ = 2.95), 7. Having a good understanding of the Code of Ethics for Higher Education Teachers ($\overline{X}$ = 2.37), and 8. Understanding the ten standards of professional behavior for college teachers ($\overline{X}$ = 2.26).

In terms of the desired state, it is at a relatively high level, with the following average values sorted from highest to lowest: 1. Understanding the ten standards of professional behavior for college teachers ($\overline{X}$ = 4.79), 2. Having a good understanding of the Code of Ethics for Higher Education Teachers ($\overline{X}$ = 4.74), 3. Actively guiding students in establishing a correct worldview, outlook on life, and values ($\overline{X}$ = 4.42), 4. Actively cultivating students' sense of social responsibility and historical mission ($\overline{X}$ = 4.37), 5. Passionate about the education career and proud to be a teacher ($\overline{X}$ = 4.21), 6. Adherence to professional norms with no disciplinary violations ($\overline{X}$ = 4.16), and 7. Adherence to moral standards with no disciplinary violations ($\overline{X}$ = 3.90).

The PNI values indicate that teachers have the highest demand for understanding the ten standards of professional behavior for college teachers and the norms of professional ethics in higher education, with values of 1.12 and 1.00, respectively. This shows that teachers have a high expectation and demand for improving their professional quality.

Table 33 Shows the mean, standard deviation, level, PNI and Ranking of component and indicators of teaching ability

Teaching ability	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level		
Indicator1 **Teaching mode** 1. Have knowledge of 3 or more teaching models.	2.74	0.65	Medium	3.68	0.67	High	0.34	4
2. Actively learn advanced teaching models.	3.16	0.76	Medium	3.79	0.63	High	0.20	6
Indicator2 **Teaching method** 3. Teaching methods can effectively organize classroom activities.	3.68	0.75	High	4.47	0.51	High	0.21	5
4. Teaching methods can increase students' interest in learning.	3.11	0.57	Medium	4.63	0.50	Very High	0.49	2
Indicator3 **Curriculum design** 5. Value curriculum design and have a strong sense of design.	2.84	0.60	Medium	4.26	0.56	High	0.50	1
6. Have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.	2.74	0.56	Medium	3.79	0.54	High	0.38	3
Total	3.04	0.50	Medium	4.11	0.24	High		

From Table, it is found that the current state of teaching ability among dance teachers at Zhengzhou Sias University is at a good level, with the following average values sorted from highest to lowest: 1. Teaching methods can effectively organize classroom activities ($\overline{X}$ = 3.68), 2. Actively learning advanced teaching models ($\overline{X}$ = 3.16), 3. Teaching methods can increase students' interest in learning ($\overline{X}$ = 3.11), 4. Valuing curriculum design and having a strong sense of design ($\overline{X}$ = 2.84), 5. Having knowledge of 3 or more teaching models ($\overline{X}$ = 2.74), and 6. Having rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness ($\overline{X}$ = 2.74).

In terms of the desired state, it is at a relatively high level, with the

following average values sorted from highest to lowest: 1. Teaching methods can increase students' interest in learning ($\overline{X}$ = 4.63), 2. Teaching methods can effectively organize classroom activities ($\overline{X}$ = 4.47), 3. Valuing curriculum design and having a strong sense of design ($\overline{X}$ = 4.26), 4. Actively learning advanced teaching models ($\overline{X}$ = 3.79), 5. Having rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness ($\overline{X}$ = 3.79), and 6. Having knowledge of 3 or more teaching models ($\overline{X}$ = 3.68).

The PNI values indicate that teachers have the highest demand for emphasizing course design and having a strong design awareness, with PNI = 0.50. This is followed by the need for teaching methods that can increase students' interest in learning (PNI = 0.49) and having a rigorous course design in the classroom, with clear objectives and good teaching effectiveness (PNI = 0.38).
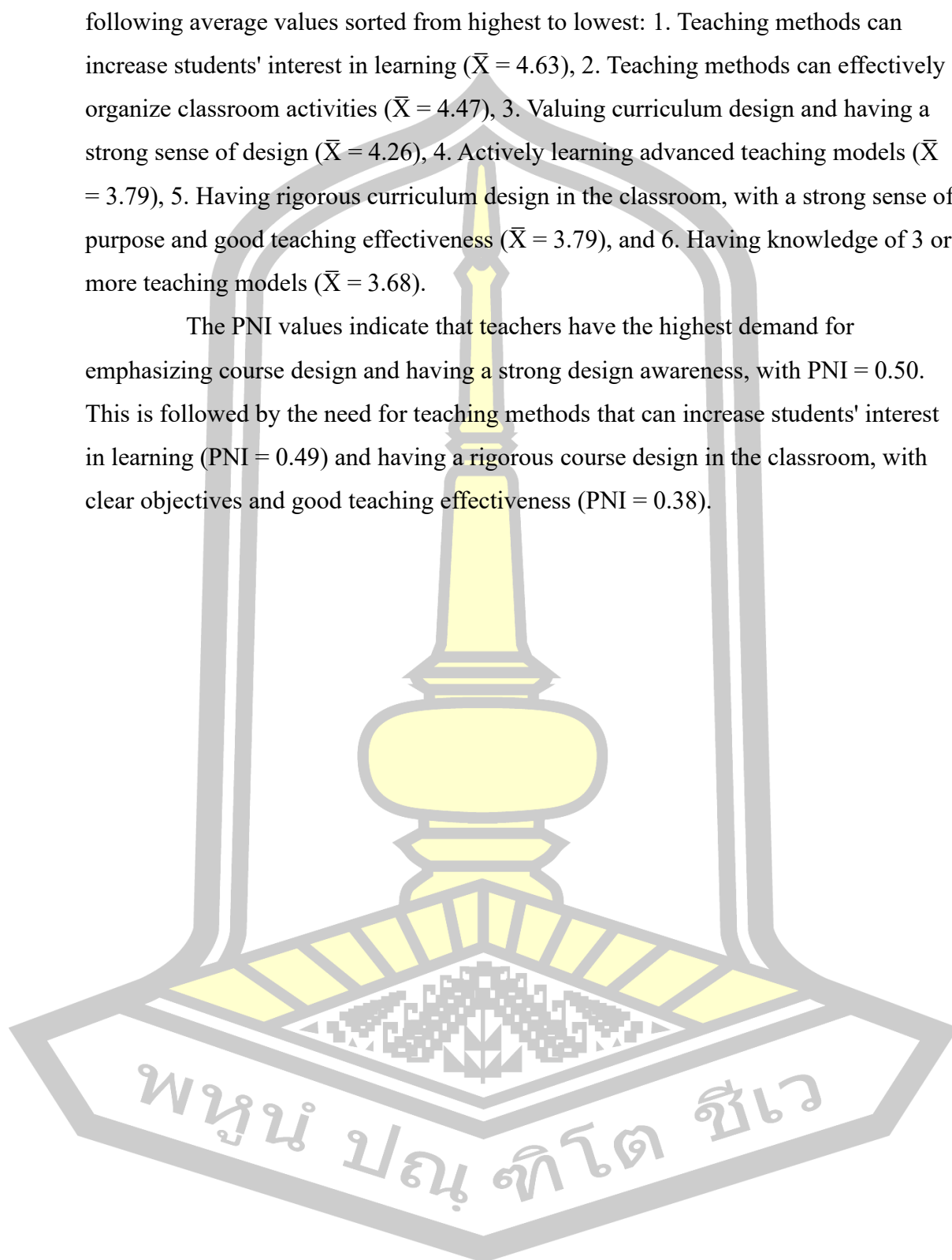
Table 34 Shows the mean, standard deviation, level, PNI and Ranking of component and indicators of professional skills

Professional skills	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level		
Indicator1 **Dance demonstration** 1. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them.	4.00	0.88	High	4.11	0.57	High	0.03	6
2. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.	3.11	0.88	Medium	4.32	0.58	High	0.39	3
Indicator2 **Dance creation** 3. Be familiar with the theory and technical methods of dance creation.	2.58	0.61	Medium	4.37	0.60	High	0.69	2
4. Regularly engage in dance creation activities.	3.11	0.66	Medium	3.63	0.50	High	0.17	4
Indicator3 **Planning and organization** 5. Regularly guide, plan, and organize large-scale artistic activities.	3.68	1.16	High	4.16	0.60	High	0.13	5
6. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.	2.79	0.63	Medium	4.74	0.45	Very High	0.70	1
Total	3.21	0.67	Medium	4.22	0.35	High		

From Table, it is found that the current state of professional skills among dance teachers at Zhengzhou Sias University is at a good level, with the following average values sorted from highest to lowest: 1. Familiarity with the movement styles of ballet, Chinese classical dance, and modern dance, and the ability to demonstrate

them ($\overline{X}$ = 4.00), 2. Regularly guiding, planning, and organizing large-scale artistic activities ($\overline{X}$ = 3.68), 3. Familiarity with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and the ability to demonstrate them ($\overline{X}$ = 3.11), 4. Regular engagement in dance creation activities ($\overline{X}$ = 3.11), 5. Familiarity with the use of stage lighting, as well as the design of stage costumes, props, and dance aesthetics ($\overline{X}$ = 2.79), and 6. Familiarity with the theory and technical methods of dance creation ($\overline{X}$ = 2.58).

In terms of the desired state, it is at a relatively high level, with the following average values sorted from highest to lowest: 1. Familiarity with the use of stage lighting, as well as the design of stage costumes, props, and dance aesthetics ($\overline{X}$ = 4.74), 2. Familiarity with the theory and technical methods of dance creation ($\overline{X}$ = 4.37), 3. Familiarity with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and the ability to demonstrate them ($\overline{X}$ = 4.32), 4. Regularly guiding, planning, and organizing large-scale artistic activities ($\overline{X}$ = 4.16), 5. Familiarity with the movement styles of ballet, Chinese classical dance, and modern dance, and the ability to demonstrate them ($\overline{X}$ = 4.11), and 6. Regular engagement in dance creation activities ($\overline{X}$ = 3.63).

The PNI values indicate that teachers have a high demand for skills related to stage arts, particularly in the use of stage lighting and the design of stage costumes and props. Additionally, they have a certain level of demand for dance creation and the ability to understand and perform various ethnic dance styles.
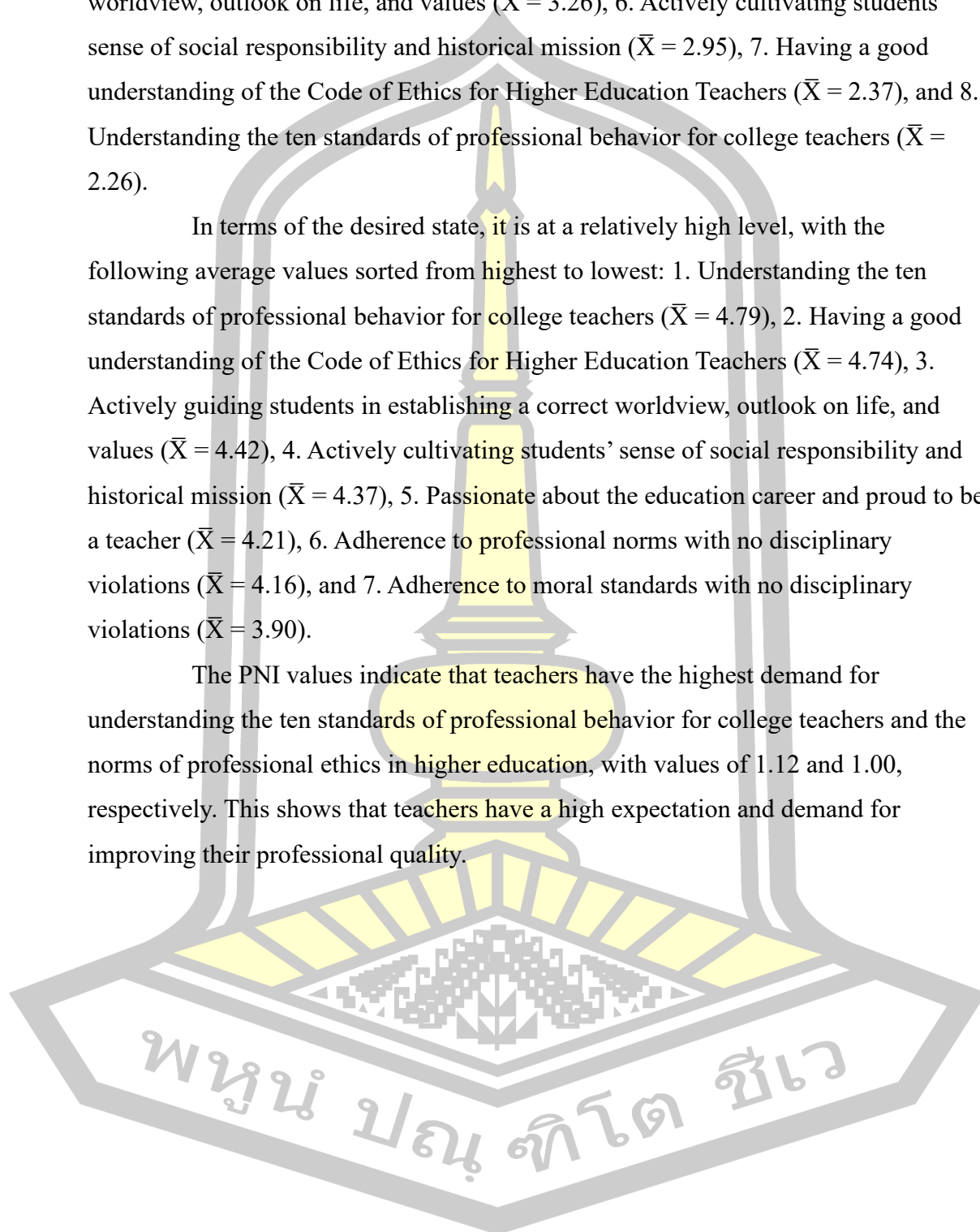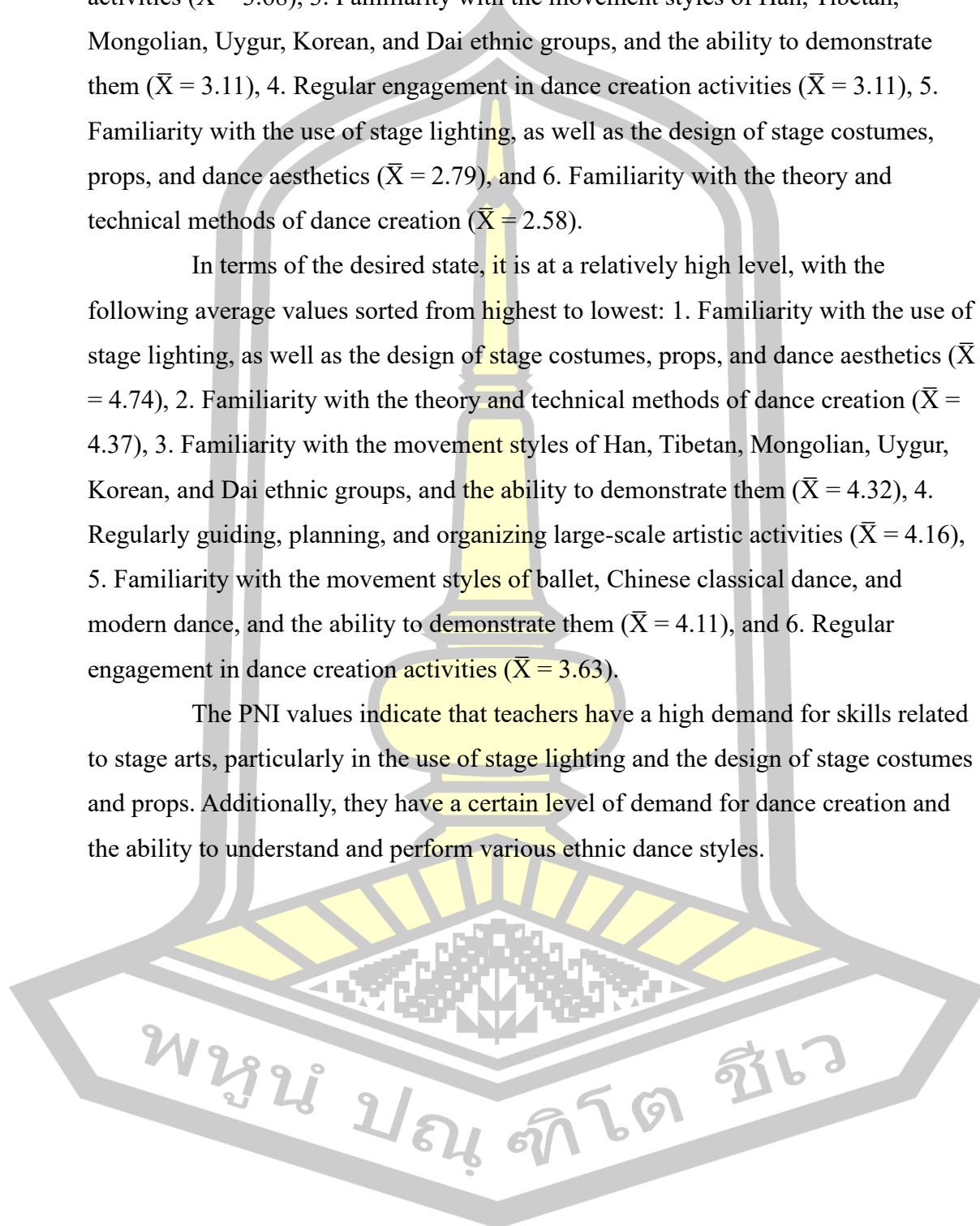
Table 35 Shows the mean, standard deviation, level, PNI and Ranking of component and indicators of research ability

Research ability	Current state (D)			Desired state (I)			PNI modified ((I-D)/D)	Rank
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level		
Indicator1 **Literature search and organization**								
1. Have knowledge of literature search tools and how to use them.	3.05	0.71	Medium	4.16	0.69	High	0.36	4
2. Have knowledge of 3 or more literature databases.	3.00	0.82	Medium	3.95	0.62	High	0.32	6
Indicator2 **Data collection and analysis**								
3. Have knowledge of basic statistics and its application.	2.05	0.62	low	4.42	0.69	High	1.16	1
4. Can use tools to organize and summarize data.	2.58	0.51	Medium	4.00	0.67	High	0.55	2
Indicator3 **Paper writing and publishing**								
5. Be familiar with the norms and requirements of paper writing.	3.11	0.88	Medium	4.16	0.60	High	0.34	5
6. Have knowledge of the research directions of journals in the field.	2.63	0.68	Medium	3.95	0.71	High	0.50	3
Total	2.74	0.51	Medium	4.11	0.37	High		

From Table, it is found that the current state of research ability among dance teachers at Zhengzhou Sias University is average, with the following average values sorted from highest to lowest: 1. Familiarity with the norms and requirements of paper writing ($\bar{X}$ = 3.11), 2. Knowledge of literature search tools and how to use them ($\bar{X}$ = 3.05), 3. Knowledge of 3 or more literature databases ($\bar{X}$ = 3.00), 4. Understanding of the research directions of journals in the field ($\bar{X}$ = 2.63), 5. Ability to use tools to organize and summarize data ($\bar{X}$ = 2.58), and 6. Knowledge of basic statistics and its application ($\bar{X}$ = 2.05).

In terms of the desired state, it is at a relatively high level, with the following average values sorted from highest to lowest: 1. Knowledge of basic statistics and its application ($\bar{X}$ = 4.42), 2. Knowledge of literature search tools and

how to use them ($\overline{X}$ = 4.16), 3. Familiarity with the norms and requirements of paper writing ($\overline{X}$ = 4.16), 4. Ability to use tools to organize and summarize data ($\overline{X}$ = 4.00), 5. Understanding of the research directions of journals in the field ($\overline{X}$ = 3.95), and 6. Knowledge of 3 or more literature databases ($\overline{X}$ = 3.95).

The PNI values indicate that teachers have the most urgent demand for basic statistical knowledge and its applications, with a PNI of 1.16, showing that this is the skill they most need to improve. The next highest demands are for the ability to use tools to organize and summarize data, and for understanding the research directions of journals in their field, with PNI values of 0.55 and 0.50, respectively. These results align with the teachers' desire to enhance their research capabilities, demonstrating that the PNI effectively reflects the actual needs of the teachers.
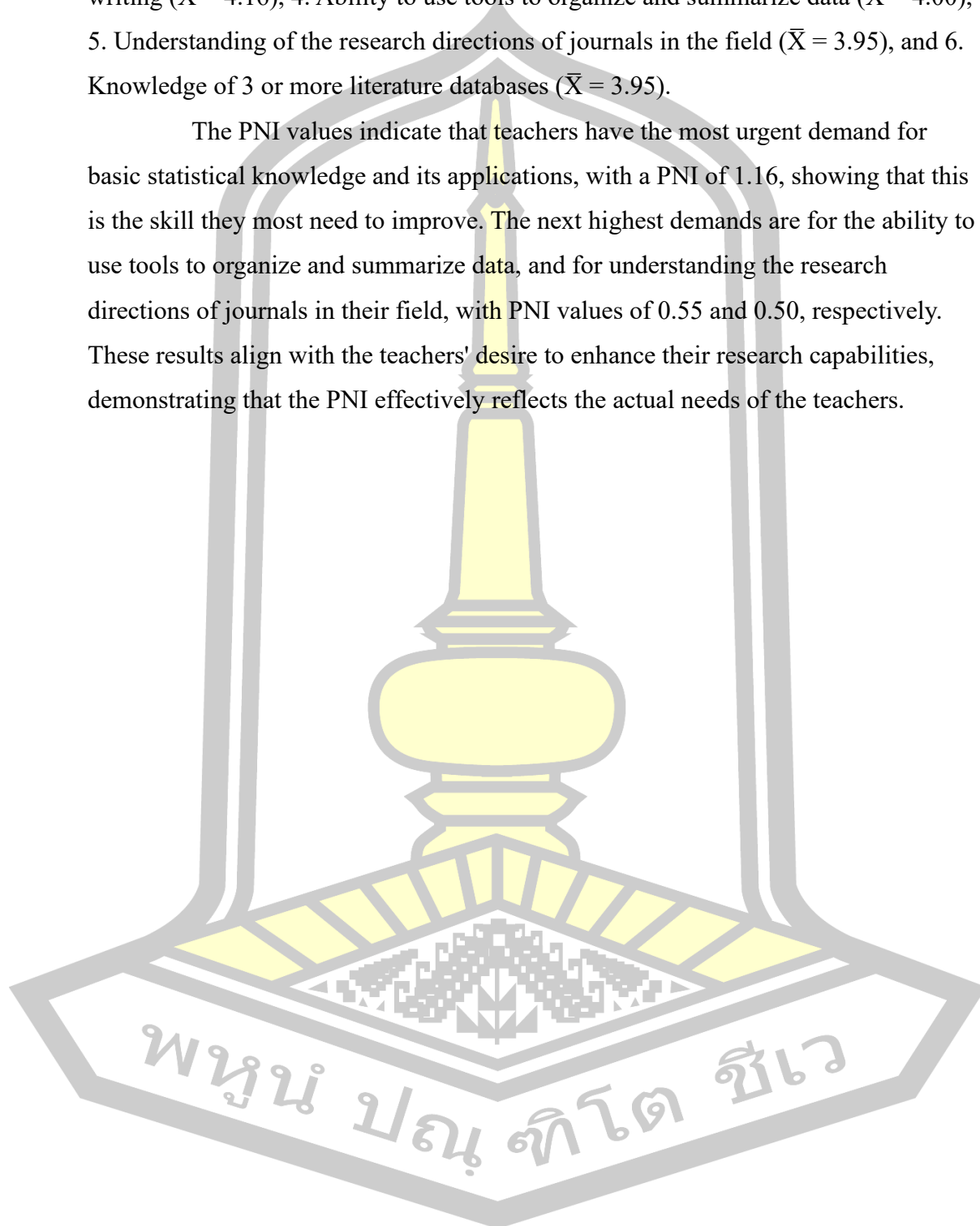
Stage III: To design and construct the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University

Part 1: The research on dance teacher competency is based on the teaching practice of all teachers in Dance Department, Zhengzhou Sias University (best practice)

The priority values of the needs identified from the study of the current situation can be used to prioritize the desired state of dance teacher competency. The needs which rank higher in priority should be given more attention, including research ability and teaching ability.

This section analyzes the data from expert interviews. The interviewees consisted of 5 experts, including school administrators and dance experts. These experts need to meet any 2 of the following 3 conditions:

1) Have worked in higher education administration or teaching for at least 5 years.

2) Education administrators or associate professors in music and dance-related fields.

3) Other educational leaders or industry experts.

According to the basic requirements and qualifications of the interview experts mentioned above, and considering the characteristics of the research program, the following 5 individuals have been hired as interview experts for this program.

1) Prof. Duan Xu, Dean of the college of Music, Zhengzhou Sias University

2) Prof. Lang Xiaoming, Vice Dean of the college of Music, Zhengzhou Sias University

3) Prof. Wei Ran, Director of the Opera Department, College of Music, Zhengzhou Sias University

4) Assoc. Prof. Zhu Jingwen, Teacher of the Dance Department, College of Music, Zhengzhou Sias University

5) Assoc. Prof. Tong wei, Teacher of the Dance Department, College of Music, Zhengzhou Sias University

The researcher conducted interviews with 5 experts on improving the dance teacher competency in the Dance Department, Zhengzhou Sias University, focusing on the 4 components of dance teacher competency. They collected and organized information accordingly. The details are as follows:

1. Professional ethics

The researcher conducted interviews with the 5 experts, which mainly focused on 4 indicators: professional identity, educational mission, professional norms, and ethical standards. The experts' opinions on the components and indicators of professional ethics were highly consistent, including identity recognition, educational mission, professional norms, and ethical standards. Strengthening the cultivation of teachers' professional ethics in the dancing teacher's ability is very important and necessary, as shown in the following interview:

Expert 1:

"...The professional ethics of teachers is the foundation of the profession and must be highly valued. Every teacher should have a strong sense of professional identity... The professional norms of teachers are the basic guidelines that every teacher should adhere to..."

(Educational institution administrators,

December 18th, 2023：Interview)

Expert 2:

"...The educational mission is the ultimate goal of teachers. Every teacher should deeply consider the question of what kind of people should be cultivated for the country. This concerns the country's talent reserve as well as the needs of teachers' self-development..."

(Educational institution administrators,

December 18th, 2023：Interview)

Expert 3:

"...The professional norms and ethical standards of teachers are basic requirements for teachers. Every teacher should be familiar with them and strictly abide by them... Ethical standards are also an important yardstick for measuring a teachers ' professional ethics..."

(Educational institution administrators,

December 19th, 2023：Interview)

Expert 4:

"...How to enable every dance teacher to integrate the teaching of dance with value guidance for students is a challenging task that requires strong attention from teachers..."

(Dance teacher, December 21th, 2023：Interview)

Expert 5:

"...Professional identity is the starting point, professional norms are the requirements, ethical standards are the red line, and educational mission is the goal. Together, they constitute the basic components of teachers' professional ethics, and each one is indispensable..."

(Dance teacher, December 22th, 2023：Interview)

Through in-depth interviews with 5 experts, it was discovered that there are several (best practices) to enhance the professional ethics of dance teachers in the Dance Department, Zhengzhou Sias University, including: 1. Professional identity, teachers must love the education cause and be proud of being a teacher. 2. Educational mission, actively guide students to establish correct worldview, outlook on life, and values, and cultivate their sense of social responsibility and historical mission. 3. Professional norms, familiarize themselves with the "Ten Basic Norms of Professional Ethics for University Teachers" and abide by professional norms, and no disciplinary violations. 4. Moral principles, familiarize themselves with the "Code of Professional Ethics for Higher Education Teachers" and abide by moral principles, and no disciplinary violations.

2. Teaching ability

The researcher conducted interviews with the 5 experts. The experts provided highly consistent feedback regarding the components of teaching ability, mainly including 3 indicators: teaching mode, teaching method, and course design. Their specific opinions are as follows:

Expert 1:

"...Dance teachers typically have strong professional skills, but they may lack in teaching ability, such as having overly simplistic teaching methods

and techniques. Therefore, continuously improving the teaching methods and knowledge level of dance teachers is very important..."

(Educational institution administrators,

December 18th, 2023：Interview)

Expert 2:

"...Innovating the teaching mode is the most effective way to innovate classroom teaching... Dance classes have always maintained a teaching mode of oral transmission and personal instruction... In the face of rapidly developing higher education, such methods are no longer sufficient to meet students' learning needs, therefore reforming the teaching mode is urgent..."

(Educational institution administrators,

December 18th, 2023：Interview)

Expert 3:

"...Continuously improving the teaching ability of dance teachers is the necessary path to enhancing teaching effectiveness, and reforming the teaching mode, innovating the teaching methods, and rigorous curriculum design are particularly important..."

(Educational institution administrators,

December 19th, 2023：Interview)

Expert 4:

"...An excellent dance teacher should be able to use different teaching methods to achieve different teaching goals, and pay special attention to curriculum design, because only in this way can every teaching segment of the class be linked more closely together..."

(Dance teacher, December 21th, 2023：Interview)

Expert 5:

"...As a practical course, dance classes often do not pay enough attention to curriculum design, relying more on the personal experience of dance teachers, which results in some teachers having poor classroom effectiveness, unclear teaching focuses, and unclear teaching objectives amongst other problems..."

(Dance teacher, December 22th, 2023：Interview)

Through in-depth interviews with 5 experts, it was discovered that there are several (best practice) to enhance the teaching ability of dance teachers in the Dance Department, Zhengzhou Sias University, including: 1. Teaching models, understanding more teaching models and actively learning these advanced teaching models. 2. Teaching methods, using advanced teaching methods to effectively organize classrooms and increase students' interest in learning. 3. Curriculum design, enhancing the awareness of curriculum design, rigorously designing curriculum, making teaching objectives clear and achieving good teaching results.

3. Professional skills

The researcher conducted interviews with the 5 experts. In terms of professional skills, the experts are in complete agreement regarding dance demonstration ability and activity planning and organizational skills. However, they have slightly different opinions on dance creation ability, with some experts believing it is very necessary, while others think it's not as essential. Their specific feedback is as follows:

Expert 1:

"...Professional skills are the main ability of dance teachers, and they are an important indicator in assessing whether a dance teacher is capable of teaching dance. These skills include the ability to demonstrate dance movements, the ability to create dance works, and the ability to plan and organize dance activities. These indicators are also the main factors influencing the career development of dance teachers..."

(Educational institution administrators,

December 18th, 2023：Interview)

Expert 2:

"...Being a qualified dance teacher, the ability to demonstrate dance movements is an essential professional skill. This includes the mastery and demonstration of ballet, modern, and Chinese folk dance styles and movements... In addition, the ability to choreograph is a key ability in producing dance teaching results, and dance teachers should pay attention to developing this skill..."

(Educational institution administrators,

December 18th, 2023：Interview)

Expert 3:

"...Being a dance teacher in a university requires not only basic teaching tasks but also the ability to plan and organize artistic activities. This is an important way to lead students in artistic practice activities and is also an important platform to showcase the professional skills of dance teachers..."

(Educational institution administrators,

December 19th, 2023：Interview)

Expert 4:

"...The creation of dance artworks is not only a part of the content of dance teaching but also an important goal of higher education in dance... Having a strong ability to choreograph is a higher level professional skill for dance teachers, and they should pay more attention to the cultivation and improvement of this skill..."

(Dance teacher, December 21th, 2023：Interview)

Expert 5:

"...The level of dance movement demonstration ability is based on the mastery of different dance styles. Therefore, continuously improving dance teachers' learning and mastery of different dance styles is very important and necessary..."

(Dance teacher, December 22th, 2023：Interview)

Through in-depth interviews with 5 experts, it was discovered that there are several (best practice) to enhance the professional skills of dance teachers in the Dance Department, Zhengzhou Sias University, including: 1. Dance demonstration, constantly learning and improving the movement styles of ballet, Chinese classical dance, modern dance, and Chinese ethnic folk dance, and performing movement demonstrations. 2. Dance creation, being familiar with the theory and technical methods of dance creation and being able to engage in dance work creation activities. 3. Event planning and organization, being able to guide, plan, and organize large-scale artistic events, and being familiar with the application of stage lighting, as well as the design of stage costumes, props, and dance aesthetics.

4. Research ability

The researcher conducted interviews with the 5 experts. In terms

of research ability, experts have relatively unified opinions on 3 indicators: literature retrieval, data collection and analysis, and writing and publishing papers. They emphasize the importance of understanding the direction of submission for relevant journals and the framework for writing. The following is a summary of the main content from the interview:

Expert 1:

"...The research ability of dance teachers is generally a weak point, and it is also the main reason that hinders the career development of dance teachers, especially in the aspects of paper writing and publication, there are certain limitations and deficiencies..."

(Educational institution administrators, December 18th, 2023：Interview)

Expert 2:

"...Dance teachers are not very familiar with the submission requirements and orientations of relevant journals, which leads to difficulties in publication. Therefore, it is very important to sort out and analyze the submission directions and writing requirements of relevant journals... Dance teachers can also complete research tasks by broadcasting their own original dance artworks on television media..."

(Educational institution administrators, December 18th, 2023：Interview)

Expert 3:

"...Art teachers generally do not have a good understanding of statistics, and they are not familiar with the use of statistical and analytical software, which is not conducive to data processing and analysis and leads to a long cycle of research output production..."

(Educational institution administrators, December 19th, 2023：Interview)

Expert 4:

"...Research ability has always been a weak point for dance teachers, and it should be treated as a long-term training program in order to

continuously improve their research ability... We should analyze the specific reasons why dance teachers are not good at carrying out research activities, which is the starting point to solve this problem..."

(Dance teacher, December 21th, 2023：Interview)

Expert 5:

"...Dance teachers generally have strong practical abilities, but their ability to transform practical experience into theory needs to be improved. Therefore, improving the level of theoretical knowledge in dance is an important method and necessary way to solve the weak research ability of dance teachers..."

(Dance teacher, December 22th, 2023：Interview)

Through in-depth interviews with 5 experts, it was discovered that there are several (best practice) to enhance the research ability of dance teachers in the Dance Department, Zhengzhou Sias University, including: 1. Literature search and organization, understanding more literature database resources and being familiar with the tools and methods of literature retrieval. 2. Data collection and analysis, learning the basics of statistics and their application, and being able to use tools to organize and summarize data. 3. Paper writing and publishing, sorting out and analyzing the research directions of journals in the field, and being familiar with the norms and requirements of paper writing.

In conclusion, the conclusion from the survey and interview indicated that the experts believed that the above-mentioned elements and indicators for improving dance teachers' abilities are appropriate. The details are as follows:

1) Professional ethics include 4 indicators: identity recognition, educational mission, professional norms, and moral principles, and each indicator corresponds to 2 questions.

2) Teaching ability includes 3 indicators: teaching mode, teaching method, and curriculum design, and each indicator corresponds to 2 questions.

3) Professional skills include 3 indicators: dance demonstration, dance creation, and activity planning and organization, and each indicator corresponds to 2 questions.

4) Research ability includes 3 indicators: literature retrieval, data collection and analysis, and writing and publishing papers, and each indicator

corresponds to 2 questions.

The researcher conducted in-depth interviews with 5 experts, including education institution administrators and experienced dance teachers in order to explore ways to enhance the ability of dance teachers in Dance Department, Zhengzhou Sias University. The researcher collected feedback and suggestions from the experts, and conducted a comprehensive analysis on the results obtained. Based on this, methods and approaches were proposed to enhance the abilities of dance teachers in Dance Department, Zhengzhou Sias University, and relevant training courses were designed and developed. The research report can be found in Table 36-39.

Table 36 Development program and analysis results for enhancing the professional ethics ability of dance teachers in Dance Department，Zhengzhou Sias University

Current situation and desired situation	Study results (Best Practice)	Development method		Draft program
		Current situation and desired situation	Best Practice	
Indicator 1 Professional identity 1. Passionate about education career. 2.Proud to be a teacher.	**Indicator 1 Professional identity** 1.Passionate about education career. 2.Proud to be a teacher.	1.Self-study 2. Teaching and Guidance 3.Online training 4.Group discussions 5.Case analysis	1.Self-study 2. Teaching and Guidance 3.Online training 4.Group discussions 5.Case analysis	Step 1: Preparation before development 1. Explain the understanding about enhancing the competencies of managing digital learning for high school teachers (2 hours). 2. Study the development activities toolkit (18 hours). Step 2.1: Training 1. Lecture by instructor (60 minutes). 2. Group discussion/brainstorming (30 minutes). 3. Complete activity sheet (20 minutes). 4. Present as a group (10 minutes). Step 2.2: Learning from real work practice (42 hours). Step 2.3: Group discussion and reflection (12 hours). Step 3: Follow-up and reflection on the results after development (6 hours).
Indicator 2 Education mission 3.Actively guide students in establishing a correct world view, outlook on life, and values. 4. Actively cultivate students' sense of social responsibility and historical mission.	**Indicator 2 Education mission** 3.Actively guide students in establishing a correct world view, outlook on life, and values. 4.Actively cultivate students' sense of social responsibility and historical mission.			
Indicator 3 Professional norms 5. Understand the ten Standards of Professional Behavior for College Teachers.	**Indicator 3 Professional norms** 5.Familiarize themselves with the "Ten Basic Norms of Professional Ethics for University Teachers".			

Table 36 (Continue)

Current situation and desired situation	Study results (Best Practice)	Development method		Draft program
		Current situation and desired situation	Best Practice	
6. Adhere to professional norms and have no disciplinary violations.	6.Abide by professional norms, and no disciplinary violations.			
Indicator 4 Ethical standards 7. Have a good understanding of the Code of Ethics for Higher Education Teachers. 8. Adhere to moral standards and have no disciplinary violations.	**Indicator 4 Ethical standards** 7. Familiarize themselves with the "Code of Professional Ethics for Higher Education Teachers". 8. Abide by moral principles, and no disciplinary violations.			

Table shows the synthesis of conclusions for enhancing the professional ethics competency of dance teachers in the Dance Department, Zhengzhou SiAS University. As follows: 1. Dance teachers should have a strong sense of professional identity. 2. Dance teachers should have a strong sense of educational mission. 3. Dance teachers should be familiar with professional norms. 4. Dance teachers should be familiar with ethical standards. Therefore, the enhancement and development of dance teachers' competencies should include the following: 1. Self-study, 2. Teaching and Guidance, 3. Online training, 4. Group discussions, 5. Case analysis.

Table 37 Development program and analysis results for enhancing the teaching ability of dance teachers in Dance Department, Zhengzhou Sias University

Current situation and desired situation	Study results (Best Practice)	Development method		Draft program
		Current situation and desired situation	Best Practice	
Indicator 1 **Teaching mode** 1. Have knowledge of 3 or more teaching models. 2. Actively learn advanced teaching models.	**Indicator 1** **Teaching mode** 1.Understanding more teaching models. 2. Actively learning advanced teaching models.	1.Self-study 2. Teaching and Guidance 3.Observation of open classes	1.Self-study 2. Teaching and Guidance 3.Observation of open classes	Step 1: Preparation before development 1. Explain the understanding about enhancing the competencies of managing digital learning for high school teachers (2 hours). 2. Study the development activities toolkit (18 hours).
Indicator 2 **Teaching method** 3. Teaching methods can effectively organize classroom activities. 4. Teaching methods can increase students' interest in learning.	**Indicator 2** **Teaching method** 3. Teaching methods can effectively organize classroom activities. 4. Teaching methods can increase students' interest in learning.	4.Group discussions 5.Case analysis	4.Group discussions 5.Case analysis	Step 2.1: Training 1. Lecture by instructor (60 minutes). 2. Group discussion/brainstorming (30 minutes). 3. Complete activity sheet (20 minutes). 4. Present as a group (10 minutes).
Indicator 3 **Curriculum design** 5. Value curriculum design and have a strong sense of design. 6. Have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.	**Indicator 3** **Curriculum design** 5. Enhancing the awareness of curriculum design. 6. Rigorously designing curriculum, making teaching objectives clear and achieving good teaching results.			Step 2.2: Learning from real work practice (42 hours). Step 2.3: Group discussion and reflection (12 hours). Step 3: Follow-up and reflection on the results after development (6 hours).

Table shows the synthesis of conclusions for enhancing the teaching ability competency of dance teachers in the Dance Department, Zhengzhou SiAS University. As follows: 1. Teaching models, understanding more teaching models and actively learning these advanced teaching models. 2. Teaching methods, using advanced teaching methods to effectively organize classrooms and increase students' interest in learning. 3. Curriculum design, enhancing the awareness of curriculum design, rigorously designing curriculum, making teaching objectives clear and achieving good teaching results. Therefore, the enhancement and development of dance teachers' competencies should include the following: 1. Self-study, 2. Teaching and Guidance, 3. Observation of open classes, 4. Group discussions, 5. Case analysis.
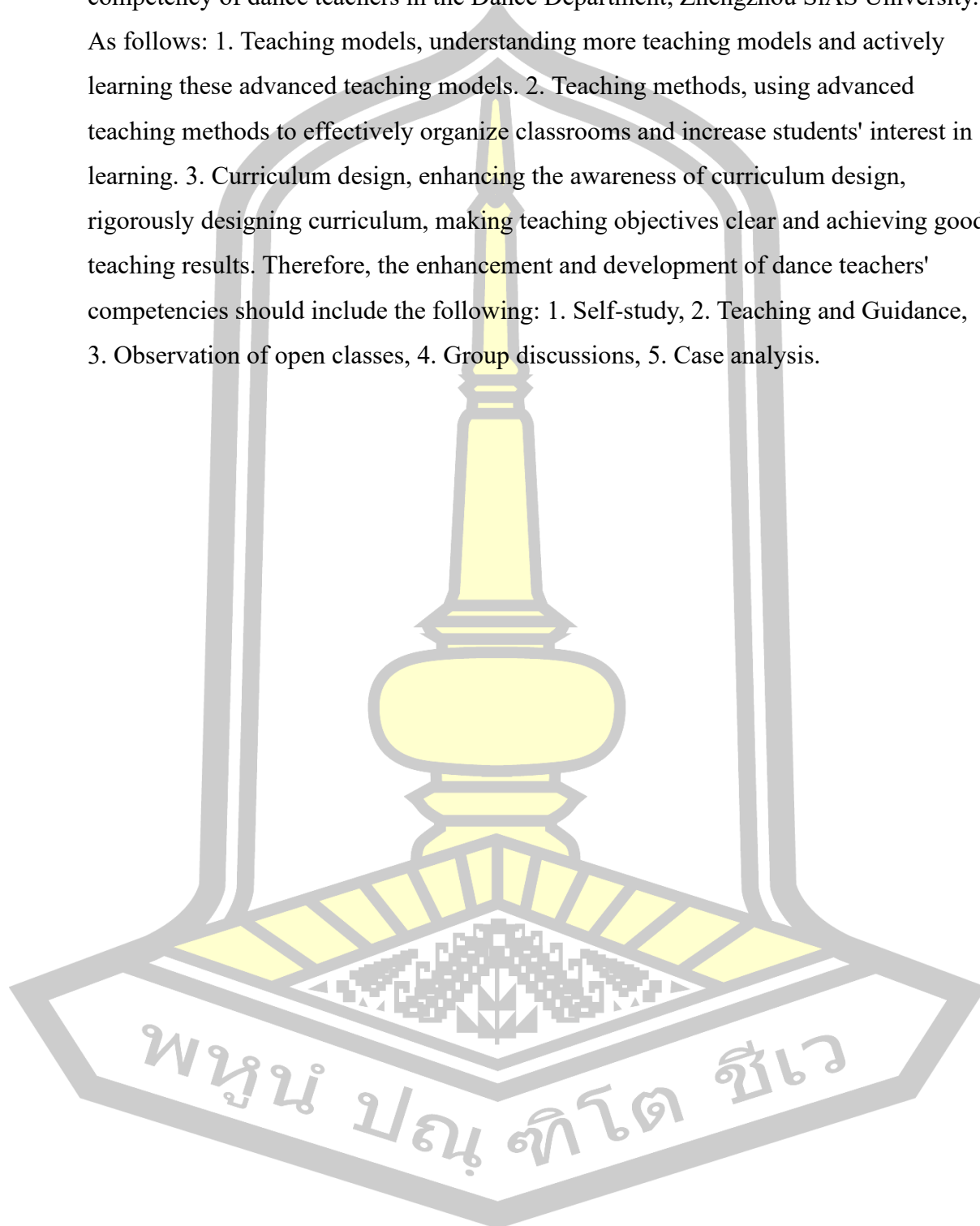
Table 38 Development program and analysis results for enhancing the professional skills of dance teachers in Dance Department, Zhengzhou Sias University

Current situation and desired situation	Study results (Best Practice)	Development method		Draft program
		Current situation and desired situation	Best Practice	
Indicator 1 **Dance demonstration** 1. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them. 2. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.	**Indicator 1** **Dance demonstration** 1. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them. 2. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.	1.Self-study 2. Teaching and Guidance 3.Online training 4.Group discussions 5.Case analysis 6. Stage performance	1.Self-study 2. Teaching and Guidance 3.Online training 4.Group discussions 5.Case analysis 6. Stage performance	Step 1: Preparation before development 1. Explain the understanding about enhancing the competencies of managing digital learning for high school teachers (2 hours). 2. Study the development activities toolkit (18 hours). Step 2.1: Training 1. Lecture by instructor (60 minutes). 2. Group discussion/brainstorming (30 minutes). 3. Complete activity sheet (20 minutes). 4. Present as a group (10 minutes). Step 2.2: Learning from real work practice (42 hours). Step 2.3: Group discussion and reflection (12 hours). Step 3: Follow-up and reflection on the results after development (6 hours).
Indicator 2 **Dance creation** 3. Be familiar with the theory and technical methods of dance creation. 4. Regularly engage in dance creation activities.	**Indicator 2** **Dance creation** 3. Be familiar with the theory and technical methods of dance creation. 4. Regularly engage in dance creation activities.			
Indicator 3 **Planning and organization** 5. Regularly guide, plan, and organize large-scale artistic activities. 6. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.	**Indicator 3** **Planning and organization** 5. Being able to guide, plan, and organize large-scale artistic events. 6. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.			

Table shows the synthesis of conclusions for enhancing the professional skills competency of dance teachers in the Dance Department, Zhengzhou SiAS University. As follows: 1. Dance demonstration, constantly learning and improving the movement styles of ballet, Chinese classical dance, modern dance, and Chinese ethnic folk dance, and performing movement demonstrations. 2. Dance creation, being familiar with the theory and technical methods of dance creation and being able to engage in dance work creation activities. 3. Event planning and organization, being able to guide, plan, and organize large-scale artistic events, and being familiar with the application of stage lighting, as well as the design of stage costumes, props, and dance aesthetics. Therefore, the enhancement and development of dance teachers' competencies should include the following: 1. Self-study, 2. Teaching and Guidance, 3. Online training, 4. Group discussions, 5. Case analysis, 6. Stage performance.
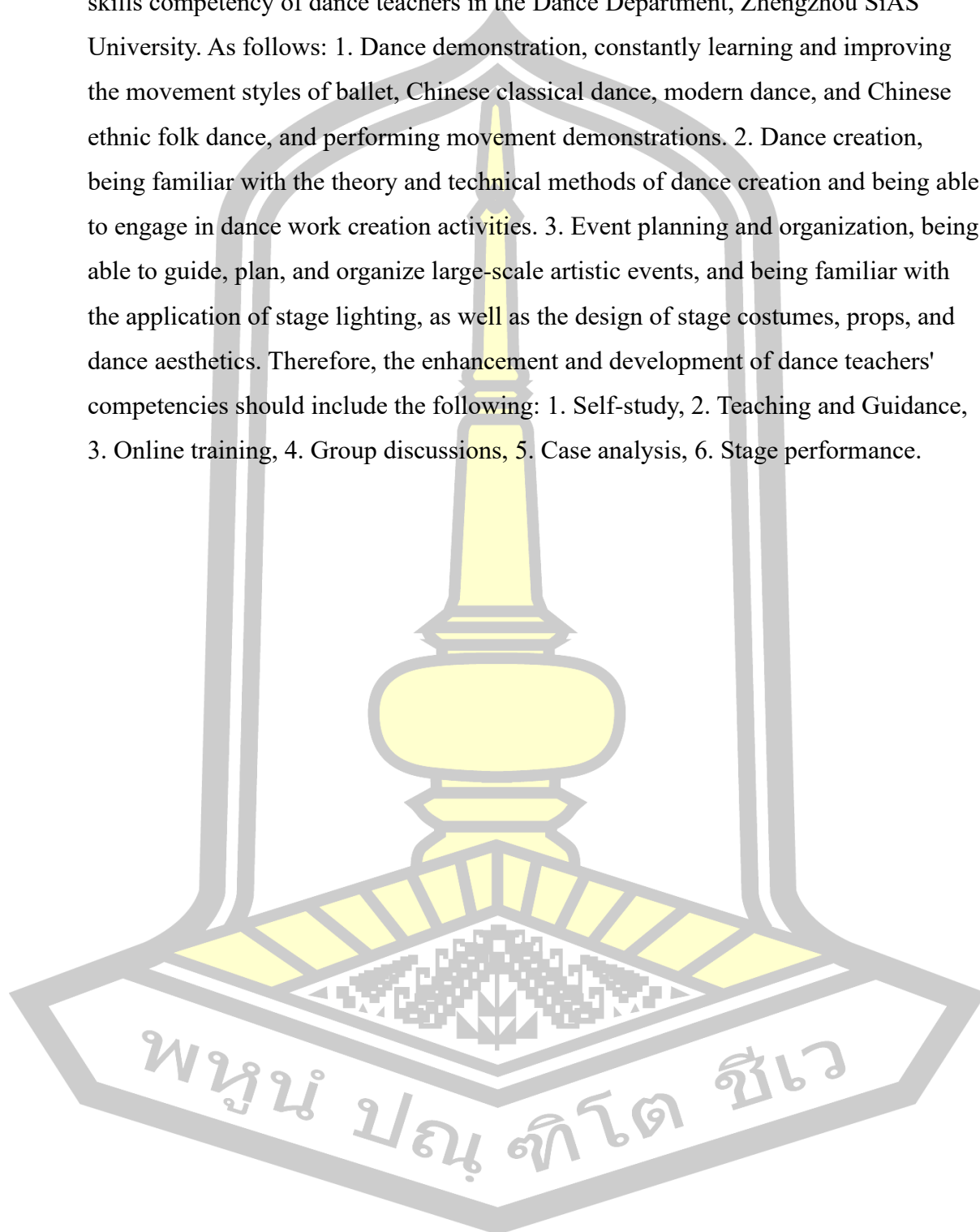
Table 39 Development program and analysis results for enhancing the research ability of dance teachers in Dance Department, Zhengzhou Sias University

Current situation and desired situation	Study results (Best Practice)	Development method		Draft program
		Current situation and desired situation	Best Practice	
Indicator 1 **Literature search and organization** 1. Have knowledge of literature search tools and how to use them. 2. Have knowledge of 3 or more literature databases.	**Indicator 1** **Literature search and organization** 1.Understanding more literature database resources. 2. Familiar with the tools and methods of literature retrieval.	1.Self-study 2. Teaching and Guidance 3.Online training 4.Group discussions	1.Self-study 2. Teaching and Guidance 3.Online training 4.Group discussions	Step 1: Preparation before development 1. Explain the understanding about enhancing the competencies of managing digital learning for high school teachers (2 hours). 2. Study the development activities toolkit (18 hours).
Indicator 2 **Data collection and analysis** 1. Have knowledge of basic statistics and its application. 2. Can use tools to organize and summarize data.	**Indicator 2** **Data collection and analysis** 1. Learning the basics of statistics and their application. 2. Can use tools to organize and summarize data.	5.Case analysis	5.Case analysis	Step 2.1: Training 1. Lecture by instructor (60 minutes). 2. Group discussion/brainstorming (30 minutes). 3. Complete activity sheet (20 minutes). 4. Present as a group (10 minutes).
Indicator 3 **Paper writing and publishing** 1. Be familiar with the norms and requirements of paper writing. 2. Have knowledge of the research directions of journals in the field.	**Indicator 3** **Paper writing and publishing** 1. Be familiar with the norms and requirements of paper writing. 2. Sorting out and analyzing the research directions of journals in the field.			Step 2.2: Learning from real work practice (42 hours). Step 2.3: Group discussion and reflection (12 hours). Step 3: Follow-up and reflection on the results after development (6 hours).

Table shows the synthesis of conclusions for enhancing the research ability competency of dance teachers in the Dance Department, Zhengzhou SiAS University. As follows: 1. Literature search and organization, understanding more literature database resources and being familiar with the tools and methods of literature retrieval. 2. Data collection and analysis, learning the basics of statistics and their application, and being able to use tools to organize and summarize data. 3. Paper writing and publishing, sorting out and analyzing the research directions of journals in the field, and being familiar with the norms and requirements of paper writing. Therefore, the enhancement and development of dance teachers' competencies should include the following: 1. Self-study, 2. Teaching and Guidance, 3. Online training, 4. Group discussions, 5. Case analysis.

Part 2: This study examined the current state and desired situation of the dance teachers' competency in the dance department, Zhengzhou Sias University

Based on a ranking of the importance and necessity of needs, the development data for programs to enhance the dance teaching capabilities of the dance teachers were analyzed, and the most significant and necessary issues were identified. Then, a model to enhance the dance teachers' competency in the dance department, Zhengzhou Sias University. It was developed through focus group discussions with 5 experts who have successfully implemented best practices. The research findings were used to develop a program plan to enhance the dance teachers' competency in the dance department, Zhengzhou Sias University.

The above content is the conclusion drawn by the researchers for the development of a plan to enhance the dance teachers' competency in dance department, Zhengzhou Sias University. The plan includes the following components:

1. Program Components

The program to enhance the dance teachers' competency in dance department, Zhengzhou Sias University, based on the study of literature and textbooks, consists of 5 components: 1. Principles, 2. Objectives, 3. Contents, 4. Developmental Processes, 5. Evaluation. These components align with the opinions of

the experts as summarized below:

Expert 1

"... The principles of the program should be clearly defined to ensure that the program can achieve its expected goals. The program objectives should be carefully formulated and closely integrated with actual needs and training expectations. The program content should be closely aligned with the needs and demands of the students to ensure the effectiveness of the training. The development process of the program should be controlled according to actual circumstances to ensure sustained progress and development. Evaluation should place equal emphasis on results and processes, with adjustments and revisions made based on actual circumstances..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 2

"... The principles of the program should have a certain degree of flexibility to adapt to the constantly evolving situations. The program objectives should be agreed upon between the trainer and the trainee to ensure the attainment of common goals. The program content should maintain a balance and be constantly improved to respond to changing real-world demands. The development process of the program should focus on student participation, foster collective intelligence and reach consensus. Evaluation should place equal importance on the process and results, and prioritize improving the effectiveness of training..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 3

"... The principles of the program should be based on adhering to professional ethics and standards. The program objectives should be implemented in the design and practice of the training curriculum, with a focus on improving comprehensive and innovative capabilities. The program content should cover basic training to advanced practical training, while emphasizing the combination of theory and practice. The development process should emphasize the initiative and proactivity of the students, enabling them to participate more fully in the training. Evaluation

should be conducted rigorously and attentively, with a focus on evaluating effectiveness and outcomes, for the purpose of continuously improving the effectiveness of the training..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 4

"... The principles of the program should be centered around teaching quality, trainee-centeredness, practical needs orientation, and efficiency enhancement. The program objectives should focus on cultivating trainees' practical and innovative capabilities, which should be implemented in the specific training content and operational procedures. The program content should accomplish the integration of theoretical knowledge and practical skills, placing importance on basic education as well as innovative capabilities and diverse training methods. The development process should be scientific and systematic to cater to different trainees' needs. Evaluation should be regularly conducted in a dynamic way to monitor and improve the effectiveness of the training..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 5

"...The principles of the program should embody interactivity, innovation, and participation, with the aim of achieving mutual development through the collaboration of the trainer and the trainee. The program objectives should be robust, practical, and measurable, taking into account the trainee's developmental needs and prior achievements when setting goals. The program content should focus on basic skill training, practical operation, and innovation. The program development process should have timeliness and effective communication, and program evaluation should be normalized..."

(Educational institution administrators, December 26th, 2023：Interview)

2. Principles for To Enhance Dance Teachers' Competency

Based on previous research and discussions among the dance

department teachers, and with the agreement of experts, the 70:20:10 learning model has been adopted as the principle for improving the competency of dance teachers, Zhengzhou Sias University. The opinions of experts are as follows:

Expert 1

"...Combine innovative learning practices with traditional classroom knowledge to achieve a learning effect that is closer to real workplace environments, continually testing and refining training programs..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 2

"...The importance of direct experience in learning is paramount, because only listening or training may not allow people to actually master and apply what they have learned. Therefore, it is necessary to increase the sense of practical experience and accumulation..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 3

"...On the basis of imparting knowledge, emphasis should be placed on the cultivation of teachers' practical operational skills and artistic sense, and encourage teachers to participate in dance creation practices..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 4

"...Ensure that trainees have sufficient autonomy and space to learn through practice, while also strengthening interaction and communication between teachers and students..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 5

"...The training curriculum should include practical and hands-on training. It is important to hire mentors from different backgrounds to guide training,

provide practical advice and direction, and allow trainees to engage in experiential practice..."

<div align="right">(Educational institution administrators,
December 26th, 2023：Interview)</div>

3. Methods for Improving Dance Teachers' Competency

In the discussion on enhancing dance teachers' competency in Dance Department, Zhengzhou Sias University, the experts suggested the use of multiple methods. These may include observation and seminars, concentrated training, task delegation, mentoring, and practical exercises. Specific suggestions are as follows:

Expert 1

"...Concentrated training and observation and seminars are essential for improving dance teachers' ability levels. It is recommended to schedule at least 3 concentrated training and seminar events per academic year, allowing for the invitation and guidance of relevant professionals in the field for guidance and assessment..."

<div align="right">(Educational institution administrators,
December 26th, 2023：Interview)</div>

Expert 2

"...Task delegation is crucial for improving dance teachers' abilities and confidence. It is recommended to give dance teachers more responsibility and flexibility, such as opportunities to organize performances or participate in artistic creation activities during training. This will help them develop their organizational and coordination skills, as well as their abilities in choreography..."

<div align="right">(Educational institution administrators,
December 26th, 2023：Interview)</div>

Expert 3

"...Mentoring is crucial for the development of dance teachers, especially for those who are new to the profession. It is recommended to assign experienced and senior dance teachers as mentors to young dance teachers in the department, as this will provide them with valuable advice and guidance and help them adapt better to their work environment and role..."

Expert 4

"...Practical training is one of the best ways to improve dance teachers' skills and innovation abilities. It is recommended to increase practical training in the training plan. For example, organizing trainees to create, rehearse, and perform together, or designing specific dance teaching cases and challenges to promote dance teachers' practical experience..."

Expert 5

"...The use of integrated methods can improve the professional level of dance teachers. It is recommended to combine the above methods, such as arranging observation and practical training during concentrated training or providing mentor guidance and support during task delegation to help dance teachers improve their abilities in a more comprehensive and systematic way..."

4. Duration for To Enhance Dance Teachers' Competency

According to the interview results on the curriculum arrangement to improve the dance teachers' competency in Dance Department, Zhengzhou Sias University, experts suggest allocating approximately 90 hours, as detailed below:

Expert 1

"...The total training time should be around 90 hours and completed within 10-15 days. Based on the "70:20:10" basic principle, it is recommended to spend 25 hours on self-directed learning, 20 hours on case analysis, 25 hours on stage performances, 15 hours on observing public classes and group discussions, and 15 hours on centralized training and online learning..."

Expert 2

"...Considering the special nature of the dance teacher training program, it is recommended to spend 6-8 hours per day and complete it within 10-15 days. Based on the "70:20:10" basic principle, more time should be spent on stage performances and case analysis. It is recommended to spend 15 hours on self-directed learning, 25 hours on case analysis, 35 hours on stage performances, 5 hours on observing public classes and group discussions, and 10 hours on centralized training and online learning..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 3

"...This program is targeted at dance professionals with a certain foundation, so it is recommended to balance the time for stage performances and self-directed learning. It is recommended to spend 20 hours on self-directed learning, 20 hours on case analysis, 30 hours on stage performances, 8 hours on observing public classes and group discussions, and 12 hours on centralized training and online learning..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 4

"...Considering the characteristics of dance teachers, it is recommended to implement this program after the end of the semester and exam work, and appropriate attention can be paid to observing public classes and group discussions. It is recommended to spend 20 hours on self-directed learning, 10 hours on case analysis, 25 hours on stage performances, 20 hours on observing public classes and group discussions, and 15 hours on centralized training and online learning based on the "70:20:10" basic principle..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 5

"...Based on the characteristics of this program, it is recommended to implement it during the holidays. In the 70:20:10 learning model,

more emphasis should be placed on stage performances and self-directed learning. It is recommended to spend 25 hours on self-directed learning, 20 hours on case analysis, 30 hours on stage performances, 5 hours on observing public classes and group discussions, and 10 hours on centralized training and online learning..."

(Educational institution administrators,

December 26th, 2023：Interview)

5. Assessment and evaluation

During the evaluation discussion regarding the program to enhance the dance teachers' competency in Dance Department, Zhengzhou Sias University. experts suggested that multiple evaluation methods should be utilized, and the progress assessment and intervention should be conducted continuously throughout the implementation process in order to improve the dance teaching ability of teachers. The objective is to ensure the accuracy and objectivity of the final evaluation.

Expert 1

"...Measuring the abilities of dance teachers before the program development would help to better understand the effect of the program on improving teacher capabilities. During the development process, assessment and evaluation of tasks and activities should be carried out to reflect on the results of the training and improve the training quality and effectiveness..."

(Educational institution administrators,

December 26th, 2023：Interview)

Expert 2

"...Evaluation and assessment are essential for training program. It is necessary to measure the abilities of dance teachers before and after program development to compare the changes between the 2 time points. Assessing and evaluating the designated tasks and activities and reflecting on the activity results will provide feedback from the participants, which can be used to improve the future activity designs..."

(Educational institution administrators,

December 26th, 2023：Interview)

Expert 3

"...Assessment and evaluation of development are very important, as they allow us to understand how the curriculum of this program can improve the dance teaching ability of teachers. It is necessary to continuously measure the dance teachers' competency before and after development in order to compare them. Additionally, there should be assessments and evaluations during activities and tasks assigned during development in order to reflect on the results of the training and improve activities for the future. Furthermore, it is important to reflect on the results and allow the participants to understand their strengths and weaknesses in development..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 4

"...When building training program, special attention should be paid to evaluating and assessing development to understand the impact on improving the abilities of dance teachers and the personal growth of the students. It is important to allow the participants to reflect on the results and understand their strengths and weaknesses in development, which will provide more reference and guidance for future training. Assessment and evaluation should be carried out during the designated tasks and activities in order to improve future training activities, and enhance the effectiveness of the training..."

(Educational institution administrators, December 26th, 2023：Interview)

Expert 5

"...During program development, activities and tasks should be assessed and evaluated to reflect on the results of the training and provide reference for improving future activities. It is also important to reflect on the activity results and allow participants to understand their strengths and weaknesses in development. This helps to better understand the personal growth of the participants, and further improve the effectiveness of future training..."

(Educational institution administrators, December 26th, 2023：Interview)

In order to continuously optimize the training program aimed at enhancing the abilities of dance teachers in the Dance Department, Zhengzhou Sias University, the researchers have summarized the potential issues that may be encountered in designing a supplementary program based on the interview and research findings. These results are also based on best practices, as shown in Tables 40 and 41:

Table 40 Developing a Supplementary Program to Enhance the Dance Teachers' Competency in Dance Department, Zhengzhou Sias University

Experts	Content	Principles	Methods	Duration
Expert 1	Module 1 Professional ethics	70:20:10 Learning Model	Self-study Online training Group discussions Case analysis	5
	Module 2 Teaching ability	70:20:10 Learning Model	Self-study Teaching and guidance Observation of open classes Group discussions Case analysis	30
	Module 3 Professional skills	70:20:10 Learning Model	Self-study Teaching and Guidance Group discussions Case analysis Stage performance	25
	Module 4 Research ability	70:20:10 Learning Model	Self-study Teaching and guidance Online training Group discussions Case analysis	30
Expert 2	Module 1 Professional ethics	70:20:10 Learning Model	Self-study Online training Group discussions Case analysis	5
	Module 2 Teaching ability	70:20:10 Learning Model	Self-study Teaching and guidance Observation of open classes Group discussions Case analysis	25
	Module 3 Professional skills	70:20:10 Learning Model	Self-study Teaching and guidance Online training Group discussions Case analysis Stage performance	30
	Module 4 Research ability	70:20:10 Learning Model	Self-study Teaching and guidance Online training Group discussions Case analysis	30

Table 40 (Continue)

Experts	Content	Principles	Methods	Duration
Expert 3	Module 1 Professional ethics	70:20:10 Learning Model	Self-study Online training Group discussions Case analysis	10
	Module 2 Teaching ability	70:20:10 Learning Model	Self-study Teaching and guidance Observation of open classes Group discussions Case analysis	25
	Module 3 Professional skills	70:20:10 Learning Model	Self-study Teaching and guidance Group discussions Case analysis Stage performance	25
	Module 4 Research ability	70:20:10 Learning Model	Self-study Teaching and guidance Online training Group discussions Case analysis	30
Expert 4	Module 1 Professional ethics	70:20:10 Learning Model	Self-study Online training Group discussions Case analysis	5
	Module 2 Teaching ability	70:20:10 Learning Model	Self-study Teaching and guidance Observation of open classes Group discussions Case analysis	25
	Module 3 Professional skills	70:20:10 Learning Model	Self-study Teaching and guidance Online training Group discussions Case analysis Stage performance	30
	Module 4 Research ability	70:20:10 Learning Model	Self-study Teaching and guidance Online training Group discussions Case analysis	30

Table 40 (Continue)

Experts	Content	Principles	Methods	Duration
Expert 5	Module 1 Professional ethics	70:20:10 Learning Model	Self-study Online training Group discussions Case analysis	10
	Module 2 Teaching ability	70:20:10 Learning Model	Self-study Teaching and guidance Observation of open classes Group discussions Case analysis	25
	Module 3 Professional skills	70:20:10 Learning Model	Self-study Teaching and guidance Online training Group discussions Case analysis Stage performance	30
	Module 4 Research ability	70:20:10 Learning Model	Self-study Teaching and guidance Online training Group discussions Case analysis	25

Table 41 Summary of Issues Encountered in Designing a Supplementary Program to Enhance the Dance Teachers' Competency in Dance Department, Zhengzhou Sias University

Interview topic	Summary of interview
Components	- Principles - Objectives - Contents - Developmental Processes - Evaluation
Principles	70:20:10 Learning Model - 70% Learn by Experience - 20% Learn by Others - 10% Learn by Courses
Methods	- Self-study - Teaching and Guidance - Online training - Observation of open classes - Group discussions - Case analysis - Stage performance
Duration	90 hours
Assessment and evaluation	-Conduct preliminary assessment of trainees using the teacher competence evaluation form. -Evaluate stakeholder satisfaction in development using the program development evaluation satisfaction assessment form.

Part 3: Results of developing a supplementary program to enhance the dance teachers' competency in Dance Department, Zhengzhou Sias University

1. Introduction to the supplementary program for enhancing the teaching skills of dance teachers at Zhengzhou Sias University, which includes the following components:

1. 1 Principles

In the field of dance education, we are facing more and more uncertainties and unpredictable challenges as the times are changing and education is rapidly developing. These challenges include technological advancements, competition, changes in student needs, updates in education regulations, etc., all of which require us to constantly adapt and change to this changing era.

In this context, dance teachers are facing many new tasks and roles. They need to have adaptive abilities to cope with the needs of change. First of all, dance teachers must have good professional ethics. Dance education is closely related to students' physical, psychological, and emotional well-being. Teachers need to have the ability to manage emotions and emotions, to focus on students' mental health and physical and mental health balance. Secondly, dance teachers need to have good teaching skills and professional skills to provide better services to classrooms and students. In addition, dance teachers also need to have strong research ability to transform teaching experience into research results.

Therefore, it is very meaningful to improve the ability of dance education teachers. This requires teachers to continue learning and development.

1.2 Objectives

1.2.1 To strengthen and establish the understanding among dance teachers of the necessity and urgency in developing and enhancing their abilities when faced with the changes of the times.

1.2.2 To improve the dance teachers' competency in Dance Department, Zhengzhou Sias University, focusing on 4 modules: enhancing their understanding of professional ethics, teaching skills, professional expertise, and research abilities.

1.2.3 By introducing cutting-edge dance education concepts,

improving teachers ' teaching skills, and promoting education research, the dance teachers in Dance Department, Zhengzhou Sias University will be able to possess strong comprehensive and adaptability abilities, thereby achieving better outcomes in dance education and teaching.

1.3 Content

The program aims to develop and enhance dance teachers' competency in the Dance Department, Zhengzhou Sias University, and includes 4 modules.

Module 1: Professional Ethics

The main content of this module is to enhance and develop the professional ethics of dance teachers in the dance department, Zhengzhou Sias University. By learning and discussing the relevant content of professional ethics, dance teachers will understand the importance of professional ethics and how to follow professional ethics standards in interactions with students, colleagues, and parents. The curriculum will cover important topics such as honesty, fairness in education, and care and respect for students, to improve the professional cultivation of dance teachers.

Module 2: Teaching Ability

This module will focus on improving the teaching ability of dance teachers in dance department, Zhengzhou Sias University. Teachers will learn how to adapt to different students and create creative teaching methods to stimulate their interest and improve their learning outcomes. In addition, teachers will learn how to design a complete course to improve teaching effectiveness.

Module 3: Professional Skills

The purpose of this module is to improve the professional skills of dance teachers in the dance department, Zhengzhou Sias University. The curriculum will cover skills such as dance performance and demonstration, dance creation, and event planning and organization. Teachers will learn how to use these skills properly in teaching to improve their comprehensive ability level.

Module 4: Research Ability

The focus of this module is to improve the research ability of dance teachers in the dance department, Zhengzhou Sias University. Teachers will learn how to develop scientifically rational investigation plans, collect data and

analyze results, and write research reports and other relevant research knowledge and skills. In addition, teachers will review the research direction and writing norms of relevant journals, write papers and submit them more specifically, to promote the development of dance education.

1.4 Development process

1.4.1 Development principles

From the research and literature search, the specific content of the "70:20:10" learning model has been identified.

1) 70% Learning Model

The "70:20:10" learning model is based on experiential learning that occurs through observation or hands-on experience in the actual work environment, or practical work in the field. This enables educators to rapidly understand and provide feedback more efficiently. Efficient feedback can increase effectiveness, thus improving learning efficiency. Educational administrators buy into this learning model because it connects the stories and situations they have learned, leading to an understanding of events and observation of behavior. This comparison is like a pathway or bridge that connects. Experience is the bridge that fills the gap between practice and the concepts and theories individuals already have or have gained. This leads to an increase in learning, imitation, and behavior capabilities as a result of new experiences, leading to changes in behavior and the development of new competencies for educational administrators, resulting in more efficient work outcomes. The tools used to develop personnel according to this learning approach do not rely on classroom training.

2) 20% Learning Model

This is a learning approach that involves interaction with others. This could be through direct supervision, peer-to-peer collaboration within the same organization, collaboration across different organizations, or mentorship. It is a type of learning that occurs through discussions, consultations, and information sharing between individuals. This approach relies on a strong relationship between the 2 parties, which must start with good communication, and continue through regular appointments for discussion and exchange of perspectives at their convenience. Development tools for this learning approach do not rely on classroom training.

3) 10% Learning Model

Formal centralized training is a very important and necessary learning approach that cannot be cancelled. It allows for blended learning and provides an effective way for learners to gain knowledge. Training can combine classroom training with non-classroom training methods. This could include online learning as a non-classroom training method, through resources or courses that are prepared and readily available.

1.4.2 Methods and Activities of Development

The methods to enhance the dance teachers' competency in Dance Department, Zhengzhou Sias University include:

70% of learning from experience, using 63 hours of the following development methods: (Learning by Experience)

Self-study 18 hours

1) Self-study of relevant laws and regulations on vocational norms and codes of ethics (Module 1)

2) Self-study of 3 or more teaching modes and teaching methods (Module 2)

3) Self-study of training combinations for 3 dance types considered weakest (Module 3)

4) Self-organizing of the direction of publication and writing specifications for 3 or more related journals (Module 4)

Case analysis 17 hours

1) Search for 2 cases related to teacher vocational norms and codes of ethics for analysis (Module 1)

2) Search for 3 cases related to teaching models and teaching methods for analysis (Module 2)

3) Comprehensive analysis of the creative aspects of 2 dance works. (Module 3)

4) Comprehensive analysis of 3 dance-related articles published in different journals (Module 4)

Group discussions 22 hours

1) Group discussion and sharing on self-studied content and

cases related to professional ethics (Module 1)

        2) Group discussion and sharing on self-studied content and cases related to teaching skills (Module 2)

        3) Group discussion and sharing on self-studied content and cases related to professional skills (Module 3)

        4) Group discussion and sharing on self-studied content and cases related to research abilities (Module 4)

        Stage performance 6 hours

        1) Stage synthesis and performance of original dance works produced after training (Module 3)

        20% of learning from others (Learning by Others). Using 18 hours of the following development methods:

        Online training 8 hours

        1) Conduct online teaching on the theoretical knowledge of teacher professional ethics (Module 1)

        2) Conduct online teaching on the theoretical knowledge of dance creation (Module 3)

        3) Conduct online teaching on the fundamental theory of statistics (Module 4)

        Teaching and guidance 7 hours

        1) Conducting theoretical teaching and guidance on teaching models and methods (Module 2)

        2) Conducting teaching and guidance on dance choreography skills (Module 3)

        3) Conducting teaching and guidance on paper writing (Module 4)

        Observation of public lessons 3 hours

        1) Organize all personnel to observe the dance classes of 3 experienced teachers (Module 2)

        10% Learning by Courses, using 9 hours, developed by the following methods:

        On the job training 9 hours

1) How to Be a Qualified and Good Teacher

2) How to design an effective and complete dance class

3) Design and application of stage lighting

4) Use of statistical tools

1.5 Evaluation and assessment

1.5.1 Evaluate the development progress by assessing changes in the abilities of dance teachers. This will be done by using a dance teacher competency evaluation form.

1.5.2 Evaluate the development progress by assessing the satisfaction of the activities in development, learning exchanges, work, and activities. This will be done by using a satisfaction evaluation form for the Dance Teacher Competency Enhancement Program.
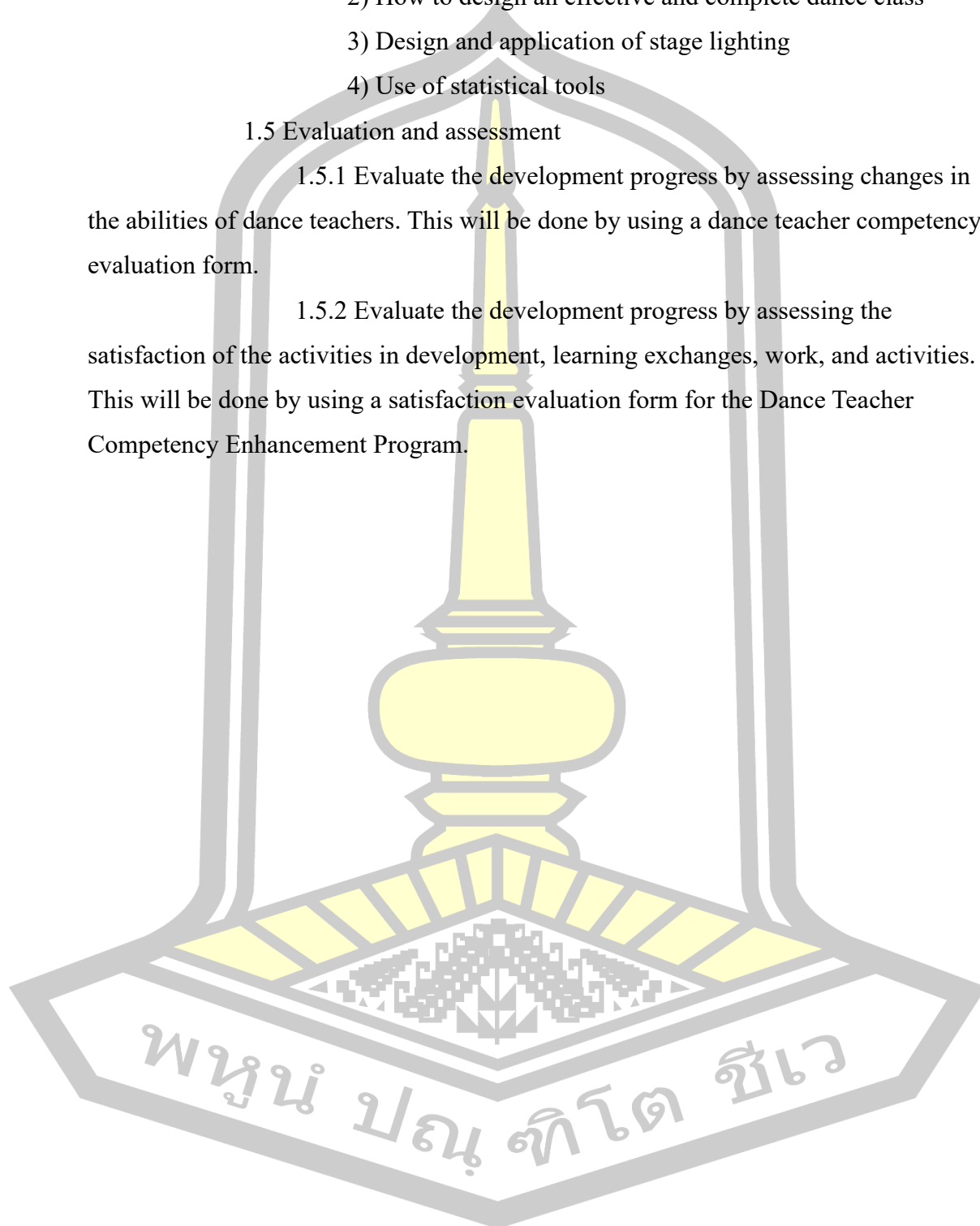
This study summarizes the details of the supplementary program for enhancing the dance teachers' competency in the Dance Department, Zhengzhou Sias University, as illustrated in Figure 5:
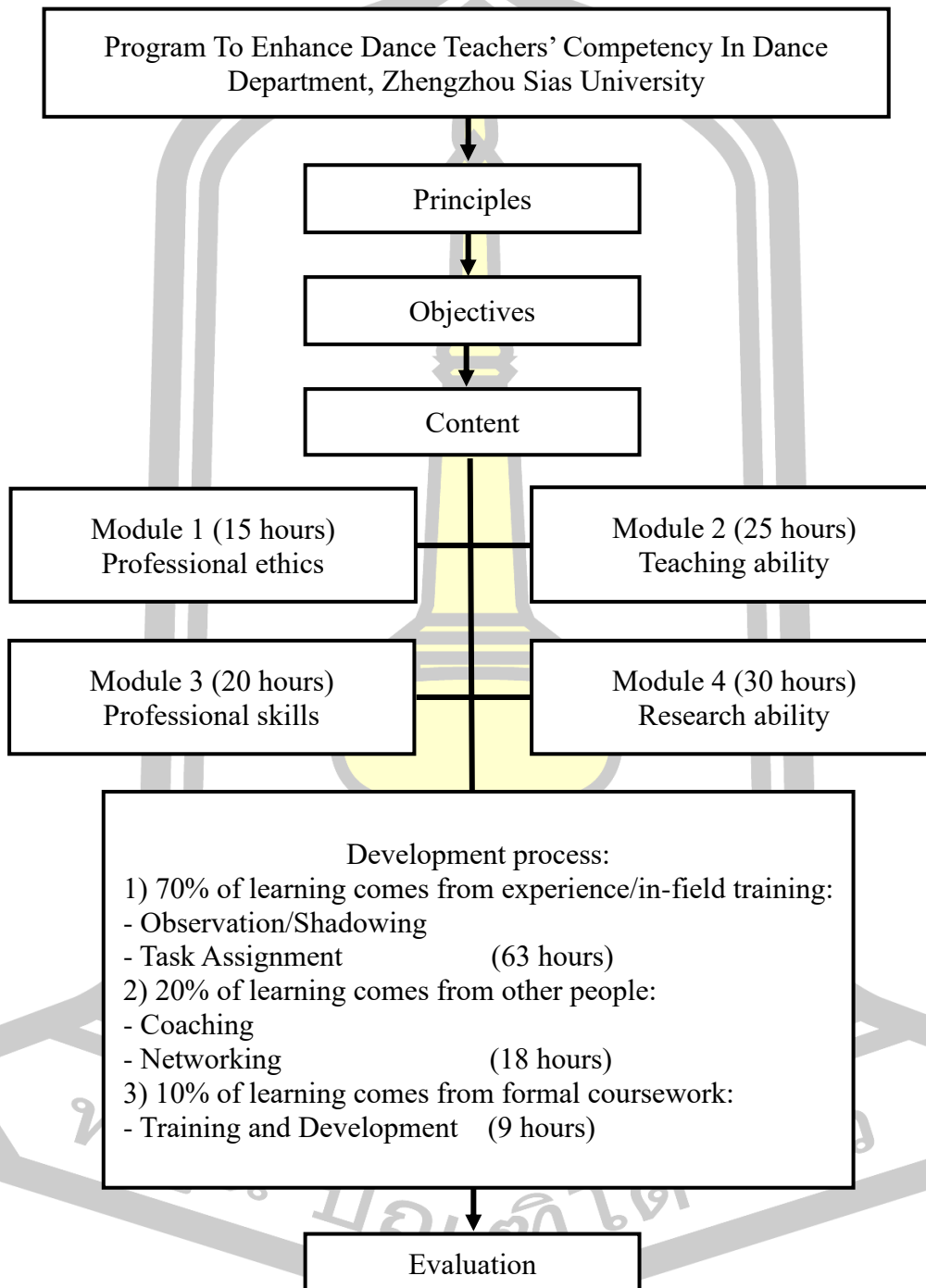
Figure 5 Supplementary Program to Enhance Dance Teachers' Competency in Dance Department, Zhengzhou Sias University

2.Details of the content of the supplementary program for enhancing the dance teachers' competency in Dance Department, Zhengzhou Sias University, which includes the following program components:

2.1Module 1: Professional ethics

2.1.1 Principles

Training on dance teachers' professional ethics should follow the following 4 basic principles: professional identity, educational mission, professional standards, and moral standards. Firstly, dance teachers should recognize their professional identity and role, and have a deep understanding of the importance of dance teaching. Secondly, in terms of educational mission, the training should emphasize the teachers' responsibility and mission, that is, to provide students with the best education and development opportunities. Thirdly, in terms of professional standards, the training should introduce the professional standards and education regulations faced by dance teachers, and guide them on how to follow these standards and regulations in their work. Finally, in terms of moral standards, the training should raise the moral level of teachers, guide them to follow professional moral guidelines, and provide correct, legal, fair and moral education services. In summary, the above 4 aspects are the basic principles of dance teachers' professional ethics training, which can improve their professional competence and moral level, and promote the healthy development of dance education.

2.1.2 Objectives

In order to help each trainee understand the basic contents of teachers' professional ethics, the researcher has collected relevant laws, regulations and cases. Trainees can learn and understand the relevant knowledge by self-studying these laws, regulations and analyzing cases, so as to continuously improve their professional ethics.

2.1.3 Content

1) The Significance and Importance of Organizing the Study of Professional Ethics.

2) Understanding the Components of Professional Ethics.

3) Learning Relevant Laws and Regulations on Teacher Professional Standards and Moral Standards.

2.1.4 Development process

Table 42 The Development Process of Professional Ethics in the Abilities of Dance Teachers

Development Method	Development activities
Learning by Experience: 10.5 hours	
Self-study (4 hours)	Distribute relevant laws and regulations on professional norms and ethical standards to trainees for self-study.
Group discussions (4 hours)	Divide the trainees into 3 groups, and have each group discuss and share the content they have self-studied.
Case analysis (2.5 hours)	Divide the trainees into 3 groups, and have each group analyze 2 cases related to professional ethics.
Learning by Others: 3 hours	
Online training (3 hours)	Conduct online training on professional ethics.
Learning by Courses: 1.5 hours	
On-the-job training（1.5 hours）	Conduct on-the-job training titled "How to Be a Qualified Teacher".
Total: 15 hours	

2.1.5 Evaluation:

1) Assessing Professional Identity.

2) Assessing Educational Mission.

3) Assessing Professional Standards.

4) Assessing Moral Standards.

5) Assessing the Effectiveness of program Activities.

2. 2 Module 2: Teaching ability

2.2.1 Principles

To enhance the teaching ability of dance teachers, we should consider the following 3 aspects: teaching modes, teaching methods, and curriculum

design. Firstly, dance teachers should be familiar with and adopt flexible teaching modes to meet the different needs of students. Secondly, adopting diverse teaching methods, such as reflective practice, cooperative learning, and inquiry-based learning, is essential to effectively improve students' learning interest and participation. Finally, curriculum design should be targeted according to students' actual level and needs, designing teaching materials and activities accordingly to enhance students' learning outcomes. Paying attention to these 3 aspects can significantly improve the quality of dance teaching and students' learning achievements.

2.2.2 Objectives

To improve the dance teaching ability of dance teachers, we will focus on 3 aspects: teaching modes, teaching methods, and curriculum design. In terms of teaching modes, we hope to help teachers understand and master different teaching modes, and be able to flexibly apply them in actual teaching to better meet the diverse learning needs and levels of students. In terms of teaching methods, we will introduce various effective teaching methods, such as interactive teaching, demonstration teaching, case-based teaching, etc., to enhance teachers' teaching skills and teaching effectiveness. Finally, in terms of curriculum design, we will provide methods for designing teaching materials and activities based on students' level and needs to help teachers carry out teaching work more effectively. In summary, the training module aims to improve the teaching ability of dance teachers and enable them to better adapt to and meet the needs of teaching, providing students with high-quality dance education.

2.2.3 Content

1) The significance and importance of organizing the study to enhance teaching ability.

2) Understanding the components of teaching ability.

3) Learning the basic theories and methods of teaching modes, teaching methods, and curriculum design.

2.2.4 Development process

Table 43 The Development Process of Teaching Ability in the Competence of Dance Teachers

Development Method	Development activities
Learning by Experience: 17.5 hours	
Self-study (6 hours)	Learn at least 3 teaching modes and methods by oneself and organize them.
Group discussions (6 hours)	Divide trainees into 3 groups and have them discuss and share their knowledge of teaching modes and methods based on their own understanding.
Case analysis (5.5 hours)	Divide trainees into 3 groups and have each group analyze 2 teaching cases.
Learning by Others: 5 hours	
Teaching and Guidance (2 hours)	Hire experts to teach and guide trainees in terms of teaching abilities.
Observation of open classes (3 hours)	Organize trainees to observe dance classes taught by 3 senior teachers.
Learning by Courses: 2.5 hours	
On-the-job training(2.5hours)	Lecture on How to Design a Complete and Effective Classroom.
Total: 25hours	

2.2.5 Evaluation

1) Evaluating the reform capabilities of teaching modes.

2) Evaluating the application abilities of teaching methods.

3) Evaluating the design capabilities of curriculum.

4) Evaluating the effectiveness of program activities.

2.3 Module 3: Professional skills

2.3.1 Principles

Training programs for dance teachers' professional skills should follow 3 basic principles: dance demonstration, dance creation, and activity planning and organization. Firstly, dance teachers should have excellent dance demonstration skills to demonstrate dance movements and guide students' technical training.

Secondly, in terms of dance creation, teachers should be able to independently complete dance choreography, including coordinating the music with dance movements and having good creative exploration abilities. Finally, in terms of activity planning and organization, dance teachers should have the ability to plan, organize, and execute various performances, competitions, and cultural activities to improve students' comprehensive skills and innovation abilities. In summary, the above 3 aspects are the basic principles of training for dance teachers' professional skills. They can improve teachers' professional skills and innovative abilities, providing better educational services for students.

2.3.2 Objectives

The training program for dance teachers' professional skills aims to enhance their professional skills, including dance demonstration, dance creation, and activity planning and organization. In terms of dance demonstration, the training aims to improve teachers' dance demonstration skills, helping them demonstrate accurate and standard dance movements and postures for students while guiding them through technical training. With regards to dance creation, the training aims to improve teachers' dance choreography ability, strengthen their dance innovation awareness, and cultivate their dance creation skills to create diverse and rich dance works in different styles. In terms of activity planning and organization, the training aims to improve teachers' ability to plan, organize, execute, and manage events, enabling them to plan, organize, and execute various dance activities, competitions, and performances, etc., to improve students' comprehensive skills and innovation abilities. In summary, through the training program for dance teachers' professional skills, the aim is to improve their professional skills and enhance their innovation abilities.

2.3.3 Content

1) The significance and importance of organizing learning to improve professional skills.

2) Understanding the components of professional skills.

3) Learning the basic content, process, and methods of dance demonstration, dance creation, and activity planning and organization.

2.3.4 Development process

Table 44 The Development Process of Professional Skills in the Competence of Dance Teachers

Development Method	Development activities
Learning by Experience: 14 hours	
Self-study (2 hours)	Choose an unfamiliar dance style based on each trainee's personal situation and learn 3 dance segments.
Group discussions (3 hours)	Divide trainees into 3 groups and have them discuss and share their knowledge of dance training combinations based on their personal learning experiences.
Case analysis (3 hours)	Divide trainees into 3 groups and have each group analyze the creative aspects of 2 dance works.
Stage performance (6 hours)	Organize the synthesis of the created dance pieces through stage practice (including lighting design, costume design, etc.) and organize a performance.
Learning by Others: 4 hours	
Online training (2 hours)	Organize an online training on dance choreography.
Teaching and Guidance (2 hours)	Organize teaching and guidance on Chinese ethnic and folk dances.
Learning by Courses: 2 hours	
On-the-job training (2 hours)	Hold a lecture on "Stage Lighting Design in Dance".
Total: 20 hours	

2.3.5 Evaluation

1) Evaluating dance demonstration abilities.

2) Evaluating dance creation abilities.

3) Evaluating activity planning and organization abilities.

4) Evaluating the effectiveness of program activities.

2.4 Module 4: Research ability

2.4.1 Principles

Training programs for dance teachers' research skills should follow 3 basic principles. Firstly, in terms of literature retrieval, the training should assist teachers in learning how to obtain and screen relevant academic literature, and master the use of literature management tools to improve efficiency in literature retrieval. Secondly, in terms of data collection and analysis, the training should guide teachers to master fundamental skills in data collection and organization, and provide

effective reference for teaching practice through data analysis and interpretation. Finally, in terms of paper writing and publishing, the training should introduce the basic structure and writing tips of academic papers, and help teachers to master writing skills and paper writing methods, while also sorting out the publication directions of relevant academic journals to improve the quantity and quality of teachers' paper publications. In summary, the above 3 aspects are the basic principles of training for dance teachers' research skills, which can improve teachers' research level and enhance innovative abilities in teaching practice.

2.4.2 Objectives

The training program for dance teachers' research skills aims to help teachers acquire relevant research skills, achieve the following 3 objectives. Firstly, in terms of literature retrieval, the training aims to familiarize teachers with academic retrieval tools and enable them to quickly and accurately search various literature related to their research direction, and provide expertise in screening and management. Secondly, in terms of data collection and analysis, the training aims to enable teachers to carry out basic data work, effectively collect and organize relevant dance-related data, and conduct analysis and interpretation, to provide scientific support and basis for teaching practices. Finally, in terms of paper writing and publishing, the training aims to enable teachers to write systematic and well-organized papers, master the skill of making scientific charts, and publish high-quality papers that meet the standard requirements of international journals. In summary, through the training program for dance teachers' research skills, it is possible to improve teachers' research level and writing skills, promote the development of dance education disciplines and innovate teaching practices, better meeting the needs of dance education.

2.4.3 Content

1) The significance and importance of organizing learning to improve research skills.

2) Understanding the components of research skills.

3) Learning the basic process, requirements, and methods of literature retrieval, data collection and analysis, paper writing and publishing.

2.4.4 Development process

Table 45 The Development Process of Research Ability in the Competence of Dance Teachers

Development Method	Development activities
Learning by Experience: 21 hours	
Self-study (6 hours)	Based on their experience publishing papers, organize the publication directions and writing requirements of relevant journals, visit at least 3 literature databases, and familiarize themselves with search methods.
Group discussions (9 hours)	Divide trainees into 3 groups and have them discuss and share their content based on what each trainee has organized.
Case analysis (6 hours)	Divide trainees into 3 groups and have each group analyze 2 dance-related dance papers.
Learning by Others: 6 hours	
Online training (3 hours)	Organize an online training on research paper writing methods, standards, and requirements.
Teaching and Guidance (3 hours)	Organize experts to provide guidance on papers that trainees have already published or are currently writing.
Learning by Courses: 3 hours	
On-the-job training (3 hours)	Organize a lecture on "How to Transform Teaching Achievements into Scientific Research Achievements".
Total: 30 hours	

2.4.5 Evaluation

1) Evaluating the ability to search for literature.

2) Evaluating data collection and analysis abilities.

3) Evaluating paper writing and publishing abilities.

4) Evaluating the effectiveness of program activities.

3. This section of the study was evaluated for applicability, accuracy, and feasibility by 5 qualified experts on the proposed program plan to enhance the dance teachers' competency in Dance Department of Zhengzhou Sias University. The evaluation results are as follows:

Table 46 Expert evaluation on the applicability, accuracy, and feasibility of the program

Competencies	Appropriateness			Accuracy			Feasibility		
	$\bar{X}$	SD.	Level	$\bar{X}$	SD.	Level	$\bar{X}$	SD.	Level
1. Professional ethics									
1. Passionate about education career.	5.0	0.00	Very high	4.8	0.45	Very high	5.0	0.00	Very high
2. Proud to be a teacher.	4.6	0.55	Very high	4.6	0.55	Very high	4.8	0.45	Very high
3. Actively guide students in establishing a correct world view, outlook on life, and values.	4.8	0.45	Very high	5.0	0.00	Very high	5.0	0.00	Very high
4. Actively cultivate students' sense of social responsibility and historical mission.	5.0	0.00	Very high	4.8	0.45	Very high	4.6	0.55	Very high
5. Understand the ten standards of professional behavior for college Teachers.	5.0	0.00	Very high	4.8	0.45	Very high	5.0	0.00	Very high
6. Adhere to professional norms and have no disciplinary violations.	4.6	0.55	Very high	5.0	0.00	Very high	5.0	0.00	Very high
7. Have a good understanding of the Code of Ethics for Higher Education Teachers.	4.8	0.45	Very high	4.6	0.55	Very high	4.6	0.55	Very high
8. Adhere to moral standards and have no disciplinary violations.	5.0	0.00	Very high	4.8	0.45	Very high	5.0	0.00	Very high
2. Teaching ability									
1. Have knowledge of 3 or more teaching models.	4.6	0.55	Very high	5.0	0.00	Very high	5.0	0.00	Very high
2. Actively learn advanced teaching models.	4.8	0.45	Very high	4.6	0.55	Very high	4.8	0.45	Very high
3. Teaching methods can effectively organize classroom activities.	4.6	0.55	Very high	5.0	0.00	Very high	5.0	0.00	Very high
4. Teaching methods can increase students' interest in learning.	5.0	0.00	Very high	4.6	0.55	Very high	5.0	0.00	Very high
5. Value curriculum design and have a strong sense of design.	5.0	0.00	Very high	5.0	0.00	Very high	5.0	0.00	Very high
6. Have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.	4.8	0.45	Very high	4.6	0.55	Very high	4.8	0.45	Very high

Table 46 (Continue)

Competencies	Appropriateness			Accuracy			Feasibility		
	$\bar{X}$	SD.	Level	$\bar{X}$	SD.	Level	$\bar{X}$	SD.	Level
3. Professional skills									
1. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them.	4.8	0.45	Very high	5.0	0.00	Very high	5.0	0.00	Very high
2. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.	4.6	0.55	Very high	4.8	0.45	Very high	5.0	0.00	Very high
3. Be familiar with the theory and technical methods of dance creation.	4.6	0.55	Very high	5.0	0.00	Very high	5.0	0.00	Very high
4.Regularly engage in dance creation activities.	5.0	0.00	Very high	4.8	0.45	Very high	5.0	0.00	Very high
5. Regularly guide, plan, and organize large-scale artistic activities.	5.0	0.00	Very high	5.0	0.00	Very high	4.8	0.45	Very high
6. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.	5.0	0.00	Very high	5.0	0.00	Very high	5.0	0.00	Very high
4. Research ability									
1. Have knowledge of literature search tools and how to use them.	4.6	0.55	Very high	4.6	0.55	Very high	4.8	0.45	Very high
2. Have knowledge of 3 or more literature databases.	4.8	0.45	Very high	5.0	0.00	Very high	4.6	0.55	Very high
3.Have knowledge of basic statistics and its application.	5.0	0.00	Very high	5.0	0.00	Very high	5.0	0.00	Very high
4. Can use tools to organize and summarize data.	4.8	0.45	Very high	4.8	0.45	Very high	5.0	0.00	Very high
5.Familiar with the norms and possess the ability to write a research paper.	4.8	0.45	Very high	4.6	0.55	Very high	4.8	0.45	Very high
6. Understand the research direction and publication requirements of journals in this field.	4.8	0.45	Very high	5.0	0.00	Very high	5.0	0.00	Very high
Total	4.82	0.10	Very high	4.84	0.06	Very high	4.91	0.06	Very high

From table, the proposed program plan to enhance the dance teachers' competency in Dance Department of Zhengzhou Sias University includes 5 aspects: 1) principles, 2) objectives, 3) content, 4) development process, and 5) measurement and evaluation. Experts evaluated the plan from the aspects of applicability, accuracy, and feasibility. The evaluation data showed that the average value of applicability was very high ($\overline{X}$= 4.82), as was the average value of accuracy ($\overline{X}$= 4.84). Experts gave the highest evaluation for the feasibility of implementing this plan ($\overline{X}$= 4.91). Therefore, the design of this program is applicable, accurate, and feasible.

Stage IV: To study the effect of the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University

The researchers implemented a program plan to enhance the dance teachers' competency in Dance Department, Zhengzhou Sias University. A total of 19 dance teachers participated in the training program with the aim of improving their competency. The whole training program was completed within 15 days with a total of 90 working hours. Further details are provided below.

Part 1: Basic Information of Trainees

A total of 19 dance teachers from Zhengzhou Sias University participated in the training program, and their pre-training status was assessed. Further details are provided below.

1. Associate Professor: Zhu Jingwen, female, 38 years old, dance teacher, with 16 years of work experience.

2. Associate Professor: Tong Wei, male, 41 years old, dance teacher, with 16 years of work experience.

3. Associate Professor: Yue Changqi, female, 37 years old, dance teacher, with 15 years of work experience.

4. Lecturer: Xu Yanming, male, 35 years old, dance teacher, with 11 years of work experience.

5. Lecturer: Zhang Xuandi, female, 33 years old, dance teacher, with 10 years of work experience.

6. Lecturer: Hou Jue, male, 34 years old, dance teacher, with 11 years of work experience.

7. Assistant Lecturer: Jiang Lei, male, 36 years old, dance teacher, with 10 years of work experience.

8. Assistant Lecturer: Wang Yichen, female, 26 years old, dance teacher, with 5 years of work experience.

9. Assistant Lecturer: Zhang Jiayi, female, 27 years old, dance teacher, with 4 years of work experience.

10. Assistant Lecturer: Li Baifuyi, male, 33 years old, dance teacher, with 9 years of work experience.

11. Assistant Lecturer: Yong Rong, female, 28 years old, dance teacher, with 6 years of work experience.

12. Assistant Lecturer: Jing Zhengwen, female, 25 years old, dance teacher, with 2 years of work experience.

13. Assistant Lecturer: Li Xin, male, 35 years old, dance teacher, with 7 years of work experience.

14. Assistant Lecturer: Li Qian, female, 25 years old, dance teacher, with 5 years of work experience.

15. Assistant Lecturer: Dong Jie, female, 27 years old, dance teacher, with 3 years of work experience.

16. Assistant Lecturer: Zhang Yibo, male, 31 years old, dance teacher, with 3 years of work experience.

17. Assistant Lecturer: Zhao Chen, male, 35 years old, dance teacher, with 3 years of work experience.

18. Assistant Lecturer: Sun Wanzhen, female, 24 years old, dance teacher, with 1 year of work experience.

19. Assistant Lecturer: Ye Huanqing, male, 27 years old, dance teacher, with 2 years of work experience.

Table 47 Summary of Trainees' Basic Information

Respondents' status	Frequency	Percentage
1.Gender		
1.1 Male	9	47.37%
1.2 Female	10	52.63%
2.Age		
2.1 Under 30 years old	8	42.11%
2.2 31 -- 35years old	7	36.84%
2.3 36-- 40years old	3	15.79%
2.4 More than 40 years old	1	5.26%
3.Teaching experiences		
3.1 Less than 5 years	7	36.84%
3.2 Between 5 and 10 years	7	36.84%
3.3 Between 11 and 15 years	3	15.79%
3.4 More than 15 years	2	10.53%
4. Professional title		
4.1 Teacher	13	68.42%
4.2 Lecturer	3	15.79%
4.3 Associate professor	3	15.79%
4.4 Professor	0	0%
Total	19	100%

Table shows that among the 19 dance teachers, there are 9 male teachers, accounting for 47.37%, and 10 female teachers, accounting for 52.63%. 8 people are under 30 years old, accounting for 42.11%, 7 people are between 31-35 years old, accounting for 36.84%, 3 people are between 36-40 years old, accounting for 15.79%, and 1 person is over 40 years old, accounting for 5.26%. 7 people have less than 5 years of teaching experience, accounting for 36.84%, 7 people have 5-10 years of teaching experience, accounting for 36.84%, 3 people have 11-15 years of teaching experience, accounting for 15.79%, and 2 people have more than 15 years of teaching experience, accounting for 10.53%. There are 3 associate professors, accounting for 15.79%, 3 lecturers, accounting for 15.79%, and 13 teaching assistants, accounting for 68.42%. Overall, this is a relatively young and energetic teaching team with strong work enthusiasm.

According to the training needs of the program, some of the training contents need to be divided into groups. Based on the basic information of the trainees, the researchers divided the trainees into 3 groups. The specific details of each group are shown in Table 48.

Table 48 Trainee Grouping Situation

Team	Personnel	Number
Group 1	Zhu Jingwen (group leader), Xu Yanming, Jiang Lei, Wang Yichen, Zhang Jiayi, Li Baifuyi, Yong Rong	7
Group 2	Tong Wei (group leader), Zhang Xuandi, Jing Zhengwen, Li Xin, Li Qian, Dong Jie	6
Group 3	Yue Changqi (group leader), Hou Jue, Zhang Yibo, Zhao Chen, Sun Wanzhen, Ye Huanqing	6

According to Table, Group 1 has 7 members with Zhu Jingwen as the group leader, Group 2 has 6 members with Tong Wei as the group leader, and Group 3 has 6 members with Yue Changqi as the group leader. Each group leader is responsible for organizing and supervising various activities. During the program training period, if trainees have any questions, they can explain the situation to the group leader, who will report it to the program manager.

Part 2: Training Effectiveness and Suggestions

The implementation of the program lasted for 15 days, totaling 90 hours, wherein 70% was Learning by Experience (63 hours), 20% was Learning by Others (18 hours), and 10% was Learning by Courses (9 hours). The program achieved good training results, and to better evaluate the training outcomes, the program team organized and reflected on the training results each day after training, including the ratio, implementation process, implementation effects, and suggestions, in order to continuously improve the effectiveness and quality of program implementation.

Day 1: The purpose of the training activities on the first day was for the trainees to learn about education laws and regulations, understand teacher professional ethics, and improve teaching skills and efficiency. Through these training activities, the trainees gained a deeper understanding of teacher professional ethics

and code of ethics, as well as relevant skills and knowledge on how to become a qualified teacher and how to design a complete and effective lesson. All of these will have a positive impact on their future teaching practices.

The time allocation for the training activities was rather tight, and it is suggested that in the next training session, some group activities or discussions be added to better engage the learners and enhance their grasp and understanding of the knowledge they learned. Additionally, to increase the practicality and relevance of the training, some case study and practical operation activities could be added to allow the learners to gain a deeper understanding of how to apply these skills and knowledge in their actual teaching practices.

Day 2: The main purpose of the training activities on the second day was for the learners to further understand teacher professional ethics and code of ethics and to observe and learn from other excellent teachers' teaching methods and skills in the observation of public classes. Through the case studies and group discussions on teacher professional ethics and code of ethics, the learners further understood and mastered the practical application of teacher professional ethics and code of ethics. In the process of observing the public dance class, the learners not only learned about the teaching methods and skills of senior teachers but also gained inspiration and insights to improve their own teaching methods.

Based on the feedback from the effectiveness of today's training activities, it is suggested that more targeted and practical activities be added to the next training session, such as selecting some actual teaching cases for analysis to allow learners to provide improvement suggestions. Additionally, during the observation of public classes, more excellent teachers from different fields could be invited to provide lectures and demonstrations, exposing the learners to a wider range of talent and achievements in the field of education. After the public class, sometime could be scheduled for group or individual practice and summary to better consolidate the learned knowledge and skills and apply them better in actual work.

Day 3: The main purpose of the training activities on the third day was to help learners deepen their understanding of their professional identity and educational mission, as well as to improve their ability to write papers according to academic standards. Through self-studying a movement sequence of a Chinese ethnic folk

dance, learners could further understand Chinese traditional culture while improving their collaboration and demonstration abilities. Through the online training sessions, learners will learn relevant knowledge in practical application scenarios, which can help them better cope with real-world job challenges in the future. Through self-study and group discussion and sharing activities, learners can learn from each other to improve their learning interests and abilities.

Based on the feedback from the effectiveness of the training activities on the third day, it is recommended to add more online training sessions on practical application scenarios in the next training to better meet the learning needs of the learners. Additionally, more challenging tasks can be added to enhance learners' learning interests and abilities.

Day 4: From an effectiveness standpoint, it was observed that the online training sessions on dance choreography and academic writing skills had higher participation rates and received better feedback on the fourth day of the training. Participants were able to proficiently grasp the relevant skills and methods, providing substantial help for their future work and research. For the self-study part on a movement sequence of a Chinese ethnic folk dance, participants were able to complete the learning task independently according to their own schedule and interact with each other to exchange and provide feedback on their learning results in the group discussion and sharing activity, enabling a deeper understanding and comprehension of the course content.

For the online training sessions on dance choreography and academic writing skills on the fourth day of the training, it is recommended to emphasize practical application and case studies, enabling participants to better understand the relevant skills and methods and apply them to their actual work and research. For the self-study part, it is suggested to increase opportunities for communication to facilitate learning and progress among participants. Also, guiding and supporting participants\' autonomous learning should be strengthened, establishing a more complete self-study environment and support mechanism, allowing participants to complete the learning task more easily.

Day 5: From the perspective of the implementation effect, the self-study and group discussion and sharing sections of the teaching modes on the fifth day of the

training enable participants to better understand and apply the teaching modes, providing substantial help for future teaching. In the self-study of a movement sequence of a Chinese ethnic folk dance, participants were able to complete the learning task independently and design a dance course with a certain level of proficiency in the afternoon self-practice, achieving the expected effect.

For the self-study and group discussion and sharing sections of the teaching modes on the fifth day of the training, it is recommended to include practical case demonstrations and explanations to help participants better understand and apply the content learned. For the self-study section, it is important to provide guidance and support for participants to self-study, establish a more perfect self-study environment and support mechanism, and make it easier for participants to complete learning tasks. In the self-practice session, more practical cases and simulated situations could be added to improve participants' skills and ability in actual operations.

Day 6: From the implementation effect, the participants fully mastered the basic theories and methods of teaching by self-learning teaching methods and organizing and summarizing the outcomes, which helps them to apply the learned knowledge to actual teaching more effectively. In the part of group discussions and sharing, participants can learn from each other and communicate, which creates a situation of mutual progress. In the part of self-learning a fragment of a Chinese ethnic folk dance movement, participants can independently complete the learning tasks, master the relevant skills and movements, and flexibly apply them in practice. In the self-practice part, participants can improve their teaching skills and level by conducting self-practice in designing dance lessons based on the self-learning outcomes from the afternoon.

During the training process, more practical cases and techniques can be provided to better guide participants on mastering teaching methods. In the part of group discussions and sharing, more time and depth of communication can be added to establish a good learning atmosphere. In the part of self-learning a fragment of a Chinese ethnic folk dance movement, the participants' self-learning level can be better improved through organizing group learning or strengthening personal guidance. In the self-practice part, the participants' practical skills and strategies can be better improved by strengthening their practice of drills and simulations. Ultimately, by

adjusting the training content reasonably and enriching the training materials and methods, the practical effectiveness and outcome of the training can be better improved.

Day 7: From the implementation effect, these training activities can help participants better master the method of analyzing teaching cases and conduct multi-dimensional and comprehensive analysis and summary of them. In the part of group discussions and sharing, participants can learn from each other and facilitate exchange of ideas, cultivate a working atmosphere of brainstorming and cooperation. In the final part, participants can learn about the publishing direction of relevant dance journals, which can help them better understand the research frontiers and publishing directions in the field of dance, and enhance their ability for self-learning and independent thinking. In summary, these activities have positive effects on participants' teaching and research.

In the part of analyzing teaching cases, the selection of cases can be strengthened, and the proportion of practical cases can be increased. Combining practical cases with participants' actual work can increase their learning interest and effectiveness. In addition, in the part of group discussions and sharing, appropriate extension of time length and depth can better take advantage of brainstorming. In the self-learning part, guidance and support can be enhanced, and some reference materials for searching and reading can be suggested to help participants better master the relevant knowledge and skills. Finally, a more comprehensive evaluation of the training effects can be conducted to obtain timely feedback and evaluation from participants, in order to make targeted improvements and upgrades.

Day 8: From the implementation effect, these training activities can help participants better master the method of analyzing teaching cases and conduct multi-dimensional and comprehensive analysis and summary of them. In the part of group discussions and sharing, participants can learn from each other and facilitate exchange of ideas, cultivate a working atmosphere of brainstorming and cooperation. In the final part, participants can learn about the publishing direction of relevant dance journals, which can help them better understand the research frontiers and publishing directions in the field of dance, and enhance their ability for self-learning and independent thinking. In summary, these activities have positive effects on

participants' teaching and research.

In the part of analyzing teaching cases, the quantity and difficulty of practical cases can be appropriately increased to improve participants' learning and analytical ability. In addition, different roles, such as questioner, analyzer and reviewer, can be set up in each case analysis section to enhance participants' thinking activity and depth. In the part of group discussions and sharing, specific topics or questions can be set according to the participants' mastery of the content to better promote exchange and learning effectiveness. In the self-learning part and the part related to dance journals, guidance and support can be enhanced, and some reference materials for searching and reading can be suggested to help participants better master the relevant knowledge and skills. Finally, a follow-up improvement and adjustment should be carried out according to the feedback and evaluation from participants to continuously improve the effectiveness and adaptability of the training activities.

Day 9: From the implementation effect, these training activities can help participants improve their self-study ability and information retrieval ability, and at the same time, better learn and master the use of data analysis tools. In the part of group discussions and sharing, participants can learn from each other and exchange ideas, raise their own questions and problems, promote collision of thoughts, and enhance their analytical and strategic abilities. In summary, these activities have a positive impact on participants' teaching and research abilities.

To better promote participants' self-study, it is recommended to provide guidance and support for participants in the learning process of literature database search function, and provide relevant examples and case studies so that participants can better grasp the search methods and skills, and have access to more database resources. In the part of group discussions and sharing, specific topics or questions can be set up according to the participants' mastery of the content to better promote exchange and learning effectiveness.

Day 10: From the implementation effect, the content of this training was rich and progressive. Through lectures, case analysis, and expert teaching, the learning and practice in every step from stage lighting design to work creation were promoted, enhancing the participants' comprehensive abilities in the field of dance. In the lecture on stage lighting design, participants learned the basic knowledge and

skills of stage lighting design, which had a positive impact on the creation and performance of dance programs. In the part of case analysis on work creation, participants analyzed and interpreted real works, mastering the basic principles and ideas of dance creation. In the part of expert teaching and guidance, participants had the opportunity to receive guidance and advice from professional mentors, improving their level of dance creation.

In the part of case analysis on work creation, the selection and standardization of cases should be strengthened, allowing participants to experience the creation process in more realistic and complex dance creation examples, and improve their creative ideas. In the part of expert teaching and guidance, more time for communication and interaction could be added to encourage participants to raise more questions and suggestions, and deepen the communication and understanding between mentors and students. Finally, it is recommended to collect and analyze feedback from participants after the activity, summarize the experience and shortcomings, and provide reference and support for future training activities.

Day 11: The content of this training mainly focused on theoretical knowledge and practical cases. Participants can deepen their understanding and mastery of paper writing, as well as the techniques and methods of dance creation, through excellent papers and practical cases. In the part of dance paper analysis and group sharing, participants borrowed and learned from the experiences of others, expanding their horizons and writing ideas. In the part of case analysis on dance work creation, participants gained inspiration and experience from the examples, improving their creative awareness. In the part of expert teaching and guidance, participants gained a deep understanding and discussion of the practical experience and guidance of the experts, enhancing their dance creation ability.

In the part of dance paper analysis and group sharing, the specificity and depth should be strengthened to improve the practicality of case analysis. In the part of case analysis on dance work creation, more explanation of creative ideas and techniques could be added to allow participants to comprehensively master the skills and methods of dance creation. In the part of expert teaching and guidance, more emphasis should be placed on practicality and interactivity, allowing experts to display more practical operational processes and scenarios, and providing targeted

guidance based on the specific situations of participants.

Day 12: This training highlights practicality and targeting. Participants can deepen their understanding and mastery of paper writing and dance creation techniques and methods through excellent papers and practical cases. In the part of dance paper analysis and group sharing, participants borrowed and learned from the experiences of others, expanding their horizons, and obtaining feedback and further inspiration through group discussions. In the lecture on the fundamentals of statistics and training on the use of SPSS, participants learned more practical data analysis tools and techniques, enhancing their statistical analysis ability.

It is recommended to strengthen practicality and interactivity in subsequent training, better integrating theoretical knowledge into practice, and verifying and correcting it in practice. In addition, it is recommended to adjust the training content and form based on the needs and actual situation of the participants, to improve the training effectiveness and participation.

Day 13: This training highlights learning and borrowing from case analysis, cultivates the ability of self-criticism and improvement, and also strengthens the communication effect of group discussions and sharing and enhances the thinking and expression ability of participants. In the part of diagnostic guidance on teaching ability, experts provided targeted and practical opinions and suggestions for the problems and difficulties that may be encountered in practical classes, effectively helping participants to improve their teaching ability and teaching quality.

It is recommended to strengthen the communication and interaction among participants, promote knowledge sharing, and increase participation. In addition, to improve teaching ability, it is suggested to arrange more diagnostic guidance activities, encourage participants to observe and reflect more, and learn from the practices of others.

Day 14: This training emphasizes the methods of case analysis and on-site guidance, strengthens the trainees' abilities of self-learning, discussion and sharing, and promotes the interaction and knowledge exchange between experts and trainees. In the on-site guidance section, the experts provided targeted and practical solutions, helping participants to identify problems, propose specific solutions and suggestions, effectively improving the participants' learning interest and training effectiveness.

It is recommended to further increase the proportion of expert and on-site guidance, providing trainees with more practical guidance and suggestions during the learning process. Similarly, it is also necessary to strengthen the interaction and communication between experts and trainees, encourage trainees to share their thoughts and opinions, and learn from the experiences of others.

Day 15: The ultimate goal of this training is to showcase the learning outcomes of the trainees and to enhance their comprehensive abilities. Throughout the entire day of training activities, the students gained a lot through practical activities. They conducted practical exercises in lighting, stage synthesis, and costume design for stage performances, and they developed their creative abilities. The closing ceremony showcased the students' efforts and achievements, receiving high praise from the live audience and leaders.

Although the training program has ended, the improvement of teacher competence is a long-term program. It is recommended that in future dance teaching work, it is necessary to continuously strengthen teachers' professional ethics, teaching ability, professional skills, research ability, and adapt to the impact brought by the development of higher dance education. It is essential to continue to provide opportunities for teachers to learn from experts, participate in exchange programs, and engage in research and development. This will help to ensure that teachers maintain their competence and continue to improve their abilities over time.

In summary, this program significantly enhanced the competence of dance teachers at Zhengzhou Sias University in four key areas: professional ethics, teaching ability, professional skills, and research ability. Experts highly praised the training, and trainees reported that it positively impacted their career development.
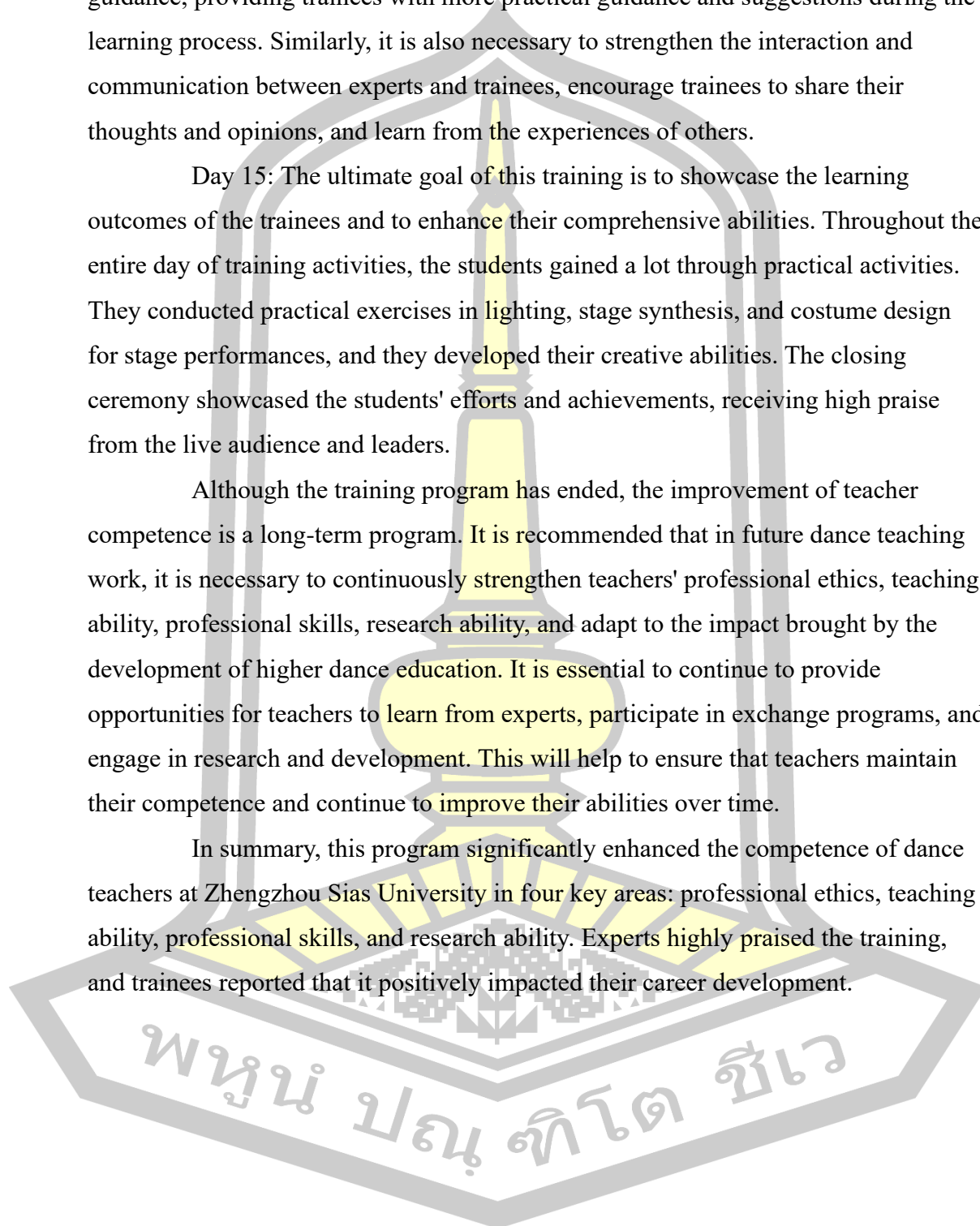
Part 3: Comparison analysis before and after program implementation

This section will conduct a comparative study of the implementation effect before and after the program aimed at enhancing the ability of dance teachers in the Dance Department of Zhengzhou Sias University. The analysis will be conducted through 4 modules of the program, as outlined below:

1. Module 1 - Professional Ethics

Before the implementation of the program, the 19 dance teachers had varying levels of professional ethics and morality. However, most of them had a relatively one-sided understanding of professional ethics, believing that professional norms and moral guidelines were the entirety of this concept. They lacked the depth and breadth of knowledge required to fully understand the complexity and importance of professional ethics in dance education.

After the implementation of the program, the trainees realized the importance of professional identity and its role in driving their professional development. They now recognize the significance of the educational mission as the ultimate goal of education. They also learned that to be effective dance teachers, they need to consider what kind of students they want to cultivate, for whom they are cultivating those students, and what approaches they need to use to achieve the desired results. The training program brought about significant improvements among the trainees, which included a better understanding of professional identity and its importance, a greater depth of knowledge of educational mission, and a more comprehensive understanding of professional ethics in the context of dance education. The trainees also learned about professional norms and moral guidelines, which they have since been applying in their work.

In conclusion, the 15-day training program not only improved the trainees' ethics and professional standards but also brought about a positive attitude towards professional ethics and its connection to their dance teaching practice. This program has been highly recognized by experts in the field of dance education, and the trainees have unanimously praised its impact on their professional development and growth.

2.Module 2 - Teaching Ability

In the initial stages, there was a noticeable disparity in the teaching ability of the 19 dance teachers. While some were highly experienced and confident in their teaching skills, others lacked the knowledge and expertise required to teach effectively. Additionally, there was a lack of consensus on what constituted effective dance instruction, which led to inconsistencies in teaching quality across the dance department.

Following the 15-day training program, the trainees' perception of their teaching ability underwent a significant shift. They gained a deeper understanding of what teaching ability entails, realizing that it goes beyond just implementing teaching processes in the classroom. They were introduced to modern trends in dance education and best practices in dance instruction, which opened up new avenues of learning and innovation for them. The training program also provided them with basic methods and techniques for designing a complete and effective dance class, which is a vital aspect of teaching ability.

In conclusion, the implementation of this module resulted in significant improvements in the teaching ability of the dance teachers at Zhengzhou Sias University. The program helped to bridge the gap in teaching ability and fostered a common understanding of what constitutes effective dance instruction. Additionally, it provided the trainees with a wide range of skills and techniques required for efficient and effective dance teaching. This module's implementation effect was highly appreciated by experts and trainees alike and demonstrated the value of regular training initiatives to enhance teaching ability.

3.Module 3 - Professional Skills

Before the implementation of the program, the abilities of the 19 dance teachers varied significantly. Although some displayed strong instructional skills in dance movement demonstration, there were weaknesses in their abilities to create choreography and organize dance activities. Moreover, there was no standardized approach to professional skill development, which resulted in inconsistencies in instruction quality. The lack of a comprehensive understanding of professional skills hindered effective dance instruction and limited the ability of the dance department to grow and flourish.

After the implementation of the program, the trainees developed a

deeper understanding of professional skill development and its importance in effective instruction. They gained valuable knowledge and expertise in dance creation, activity planning, and organization, which allowed for a more holistic approach to instruction. The training program also instilled a sense of passion and creativity, allowing the trainees to create unique dance pieces that were both engaging and challenging. Furthermore, trainees gained experience in implementing standardized approaches to professional skill development, which created consistency in instruction quality.

In conclusion, this module's implementation has significantly improved the abilities of the dance teachers at Zhengzhou Sias University. The program has provided trainees with a comprehensive understanding of professional skills development, allowing them to provide effective instruction and create challenging and engaging dance programs. The standardized approach to skill development has ensured consistency in instruction quality, helping to propel the dance department forward. The recognition received for the program's implementation reflects its effectiveness, underscoring the importance of regular training initiatives in enhancing professional abilities.

4.Module 4 - Research Ability

Before the implementation of the program, the dance teachers at Zhengzhou Sias University had a simplistic understanding of research ability, and many believed that writing and publishing papers were the only aspects of research. However, this viewpoint overlooked the critical role that basic statistics theory and knowledge of statistical tools played in enhancing research ability. Additionally, many of the trainees struggled with the format, guidelines, and publication specifications of academic journals in the field of dance, limiting their potential to contribute to the academic discourse in this field.

After the implementation of the 15-day training program, the trainees showed significant improvement in their research abilities. They developed a deeper understanding of the importance of statistics and statistical software in identifying patterns and relationships in data and enhancing research ability. The faculty equipped the trainees with key insights into the literature retrieval process and data organization and analysis. Furthermore, the training provided them with practical skills in writing academic papers and confident in their ability to publish high-quality

papers in rigorous academic journals in the field of dance.

In conclusion, the implementation of this module has transformed the research abilities of dance teachers at Zhengzhou Sias University. With a comprehensive understanding of research ability and an in-depth knowledge of statistics and statistical tools, the trainees are better equipped to make meaningful contributions to the field of dance. They have also acquired practical skills in literature retrieval, data organization, and analysis, allowing them to execute more complex and advanced research program. The high recognition received by experts, coupled with the trainees' positive evaluation, underlines the program's effectiveness in enhancing research abilities.

Based on the analysis of the 4 modules above, we can see that the 15-day training program aimed at enhancing the ability of dance teachers in the Dance Department of Zhengzhou Sias University has yielded significant improvements across all 4 modules. Before the implementation of the program, the trainees displayed varying levels of understanding and expertise in professional ethics, teaching ability, professional skills, and research ability. However, the training program highlighted the need for a more comprehensive understanding of these areas, which allowed the trainees to develop a holistic approach to their work.

After the implementation of the program, the trainees showed marked improvement in their professional abilities, including a deeper understanding of professional ethics and morality, a more comprehensive understanding of professional skills, a more student-centered approach to teaching, and enhanced research ability. The training program instilled a sense of passion and creativity among the trainees, which helped them conceptualize and deliver more dynamic and challenging dance programs. Furthermore, the trainees' attitudes towards professional ethics, research, and education have undergone a significant transformation, and they are now better equipped to contribute to the ongoing development of dance education.

In conclusion, the 15-day training program has been highly effective in enhancing the abilities of dance teachers at Zhengzhou Sias University. The program's comprehensive approach has widened the trainees' understanding of professional ethics, teaching ability, professional skills, and research ability. The improvements displayed across the 4 modules reflect the program's impact on the trainees' abilities

and the future prospects of the dance department. It is evident that the implementation of regular training initiatives is fundamental to enhancing professional abilities and maintaining high standards of dance education.
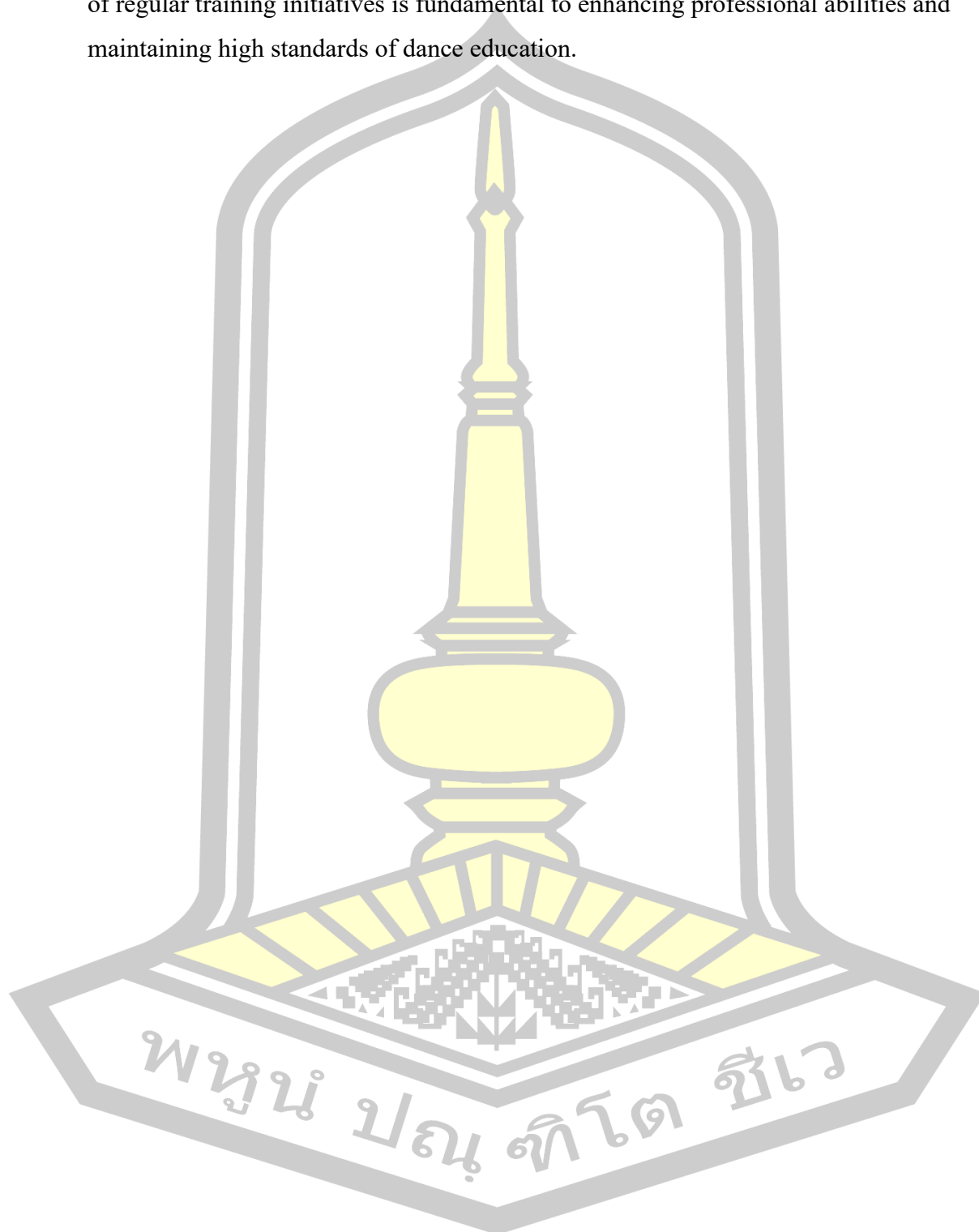
CHAPTER V

CONCLUSION

The research findings of the program to enhance the dance teachers' competency in Dance Department, Zhengzhou Sias University are as follows:

1.Research objectives

2.Research results

3.Discussion

4.Recommendations

Research objectives

The research objectives of the Program to enhance the dance teachers' competency in Dance Department, Zhengzhou Sias University are as follows:

1.To investigate the components of dance teachers' competency in dance department, Zhengzhou Sias University.

2. To explore the current state, desired State and need assessment (PNI) for dance teachers' competency in dance department, Zhengzhou Sias University.

3.To design and construct the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University.

4.To study the effect of the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University.

Research results

1.The first stage aimed to explore the constituent elements of the competency of dance teachers in the Dance Department of Zhengzhou Sias University.

According to the research results based on expert assessments, the experts had a high level of consensus on the justification and necessity of the dance teachers' competency. The survey conducted using the Indicator of Competency showed that the 4 components of enhancing the abilities of dance teachers in the Dance Department of Zhengzhou Sias University were ranked in the following order

from highest to lowest: 1. Professional ethics, 2. Teaching ability, 3. Research ability, and 4. Professional skills.

2.The second stage aimed to explore the background and guidelines for enhancing the competency of dance teachers in the Dance Department of Zhengzhou Sias University.

The research results based on the questionnaire survey showed that the current status of the competencies of dance teachers in the Dance Department of Zhengzhou Sias University was overall at a moderate level, while the expected level was relatively high. The study found that the demand for enhancing the abilities of dance teachers in the Dance Department of Zhengzhou Sias University was ranked in the following order from highest to lowest based on the calculation of Performance Need Index (PNI): 1. Research ability, 2. Teaching ability, 3. Professional skills, and 4. Professional ethics.

3.The third stage aimed to design and construct a program to enhance the competency of dance teachers in the Dance Department of Zhengzhou Sias University.

Based on the research results from the first 2 stages, the program plan consisted of 5 elements: 1.Principles, 2. Objectives, 3. Content, 4. Development process, and 5. Evaluation. The program aimed to enhance the competencies of dance teachers in 4 areas: 1. Professional ethics, 2. Teaching ability, 3. Professional skills, and 4. Research ability. The objective was to provide dance teachers with necessary abilities and skills to promote their professional development. The program consisted of 4 modules: Module 1 - Professional ethics, Module 2 - Teaching ability, Module 3 - Professional skills, and Module 4 - Research ability. The program lasted for 15 days and had a total duration of 90 hours, designed according to the "70:20:10" learning model. Methods used in the program included: 1. Self-Study, 2. Teaching and guidance, 3. Online training, 4. Observation of open classes, 5. Group discussions, 6. Case analysis, and 7. Stage performances.

4.The fourth stage aimed to study the implementation effectiveness of the program to enhance the dance teachers' competency in the Dance Department of Zhengzhou Sias University.

Based on the design and construction in the third stage, the program

was implemented for 15 days with a total duration of 90 hours, and 19 dance teachers participated. Daily training records were kept during the implementation process, including information on the process, effectiveness, and suggestions. After the program implementation, the competencies of the trainees were measured and evaluated. The research results showed that before the program implementation, the overall ability of the trainees was at a moderate level, such as their incomplete understanding of professional ethics, which only focused on professional standards and ethical guidelines, but overlooked the role of professional identity and educational mission. They also showed weak awareness of course design in teaching ability, a general lack of dance creation skills in professional skills, and insufficient innovation ability in research skills. However, after the program implementation, the trainees' outstanding issues were addressed, and they received an overall improvement in professional ethics, teaching ability, professional skills, and research skills, showing an extremely high level, particularly in the areas of professional skills and research skills, which significantly improved. The experts highly praised and affirmed this training, and the trainees also reported that the training had played a significantly positive role in promoting their professional development.

Discussion

The research findings show that dance teachers' competency have 4 main components, including: 1. professional ethics, 2. teaching ability, 3. professional skills, and 4. research ability. Improvement and development of these abilities have a positive effect on the professional development of dance teachers. Therefore, the 4 components will be discussed through the 4 stages of this study.

1.To investigate the components of dance teachers' competency in dance department, Zhengzhou Sias University

1.1 Professional Ethics

The research identifies four key indicators of professional ethics for dance teachers: 1. professional identity, 2. educational mission, 3. professional norms, and 4. moral standards. Improving these abilities positively impacts the

professional ethics of dance teachers.

These findings align with Zhou Meiling's (2023) study, "A Study on the Enhancement of Occupational Identity of Young Teachers in Private Universities," which found that survival, social relationships, and growth needs positively influence occupational identity. Additionally, Wang Min (2021) in "Research on the Ideological and Belief Education of Young Teachers in Universities in the New Era," emphasized that teachers' ideals and beliefs affect their behavior and the establishment of students' ideals, influencing the success of education and teaching quality.

1.2 Teaching ability

The research identifies three key indicators of teaching abilities for dance teachers: 1. teaching modes, 2. teaching methods, and 3. curriculum design. These are also areas of weakness for dance teachers at Zhengzhou Sias University, making them crucial for improvement.

These findings align with Jinli's (2014) study, which emphasized that teaching ability directly impacts teaching quality and talent training in local undergraduate universities. Zhi Anran (2013) also found that national policy, pre-service and post-service training, and teachers' personal factors significantly affect the development of teaching abilities in young university teachers.

1.3 Professional skills

The research identifies three key indicators of professional skills for dance teachers: 1. dance demonstration, 2. dance creation, and 3. event planning and organization. Dance creation is noted as a weak point at Zhengzhou Sias University. These indicators are essential for improving dance teachers' professional skills.

These findings align with Hu Lin's (2021) analysis of ethnic folk dance teachers' development and Sun Liang's (2012) study, which highlighted professional knowledge, skills, and the development environment as key factors in dance teachers' professional growth.

1.4 Research ability

The research results identify three key indicators of scientific research ability for dance teachers: 1. literature search and organization, 2. data

collection and analysis, and 3. paper writing and publishing. Data collection and analysis, along with paper writing and publishing, are noted as weak points for dance teachers at Zhengzhou Sias University. Focusing on these indicators will enhance their scientific research ability.

These findings align with Tang Yu's (2018) research, which emphasized the need for better scientific research and innovation abilities among sports and dance teachers. Shi Junyou (2022) also highlighted the importance of a scientific research evaluation management mechanism in promoting college teachers' professional development and improving educational management.

2. To explore the current state, desired State and need assessment (PNI) for dance teachers' competency in dance department, Zhengzhou Sias University

A questionnaire survey was conducted on 19 dance teachers in this section, with 26 questions covering 4 components of professional ethics, teaching ability, professional skills, and research ability. The current status, expectations, and needs of these 4 components were studied and the data were analyzed and researched.

2.1 Professional Ethics

The study found that the overall status of professional ethics is moderate, with high expectations and a demand value ranked fourth. The highest mean score for the current status was "Passionate about education career," while the lowest was "Understand the ten standards of professional behavior for college teachers." The highest mean score for expectations was for "Understand the ten standards of professional behavior for college teachers," while the lowest was "Adhere to moral standards and have no disciplinary violations." The highest PNI score was also for "Understand the ten standards of professional behavior for college teachers," making it the most urgently needed skill for improvement.

These findings align with the Chinese Ministry of Education's (2018) "Ten Guidelines for Professional Conduct of University Teachers in the New Era," which set the basic norms for teacher behavior. The guidelines emphasize understanding and implementing these standards and integrating teaching with self-cultivation. Zhao Yang (2019) also noted that professional conduct standards in the UK regulate teacher behavior and establish legal and professional norms for

education.

    2.2Teaching ability

      The analysis revealed that the overall teaching ability is moderate, with high expectations and a demand value ranked second. The highest mean score for the current status was "Teaching methods can effectively organize classroom activities," while the lowest were "Have knowledge of 3 or more teaching models" and "Have rigorous curriculum design with a strong sense of purpose and good teaching effectiveness." The highest mean score for expectations was "Teaching methods can increase students' interest in learning," while the lowest was "Have knowledge of 3 or more teaching models." The highest PNI score for demand was "Value curriculum design and have a strong sense of design," making it the most desired improvement area.

      These findings align with Wu Difeng (2020), who emphasized diversified curriculum design to cultivate "core literacy," and Zou Jun and Wang Weiyian (2020), who stressed the importance of creative dance curriculum design focusing on students and the exploration process.

    2.3Professional skills

      The analysis revealed that the overall status of professional skills is moderate, with high expectations and a demand value ranked third. The highest current status mean value is for "Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them," while the lowest is for "Be familiar with the theory and technical methods of dance creation." The highest expectation mean value is for "Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty," while the lowest is for "Regularly engage in dance creation activities." The highest PNI score for demand is for "Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty," making it the most desired improvement area.

      These findings align with Wang Peiying (1999), who highlighted the need for systematic integration of dance teaching, choreography, and performance, and Li Yan and Li Yuting (2017), who emphasized the importance of well-organized dance performance program course design to enhance teaching structure and student practice opportunities.

2.4Research ability

The analysis revealed that the overall status of research ability is moderate, with high expectations and the highest demand value. The highest current status mean value is for "Familiarity with norms and requirements of paper writing," while the lowest is for "Knowledge of basic statistics and its application." The highest expectation mean value is for "Knowledge of basic statistics and its application," while the lowest is for "Knowledge of 3 or more literature databases" and "Knowledge of research directions of journals in the field." The highest PNI score for demand is also for "Knowledge of basic statistics and its application," making it the most desired improvement area.

These findings align with Shen Yanhong and Zhang Di (2012), who emphasized the importance of literature metrics in discipline intelligence analysis, and Zheng Rubin and Chen Chuanfeng (2006), who discussed the evolving methods of network data collection and analysis.

3. To design and construct the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University

The research at this stage designed a 15-day program training program, totaling 90 hours, using the "70:20:10" learning model. The designed plan includes 5 parts: 1) principles, 2) objectives, 3) content, 4) development process, and 5) measurement and evaluation. The training methods include 1) self-study, 2) teaching and guidance, 3) online training, 4) observation of open classes, 5) group discussion, 6) case analysis, and 7) stage performance. The training content covers 4 modules: Module 1 - Professional Ethics, Module 2 - Teaching Ability, Module 3 - Professional Skills, and Module 4 - Research Ability.

3.1 Module 1 - Professional Ethics

According to the research, the designed training course for this module totals 15 hours. The "Learning by Experience" part is 10.5 hours, including 4 hours of self-study on laws and regulations, 4 hours of group discussion in 3 groups, and 2.5 hours of case analysis on professional ethics. The "Learning by Others" part is 3 hours of online training on professional ethics. The "Learning by Courses" part is 1.5 hours of on-the-job training titled "How to Be a Qualified Teacher."

These findings align with Zhang Xiangping (2008) on the importance of human-oriented moral values and institutional constraints to improve teacher ethics, and Wuyi (2005) on the need for university dance teachers to possess good professional ethics, culture, aesthetics, and multi-faceted qualities.

3.2 Module 2 - Teaching Ability

According to the research, the training course for this module totals 25 hours. The "Learning by Experience" part lasts 17.5 hours, including 6 hours of self-study on teaching modes and methods, 6 hours of group discussion in 3 groups, and 5.5 hours of case analysis in 3 groups. The "Learning by Others" part lasts 5 hours, featuring 2 hours of expert guidance on teaching abilities and 3 hours of observing senior teachers' open dance classes. The "Learning by Courses" part lasts 2.5 hours and includes a lecture on "How to Design a Complete and Effective Classroom."

These findings align with Wu Difeng (2020) on the need for diversified curriculum content that cultivates "core literacy," Long Xiesi (2022) on the importance of diversified teaching methods, and Li Li (2013) on courses focusing on teaching practice, academic ability, management, and personal development through various teaching methods.

3.3 Module 3 - Professional Skills

According to the research, the training course for this module totals 20 hours. The "Learning by Experience" part lasts 14 hours, including 2 hours of self-study on an unfamiliar dance style, 3 hours of group discussion on dance training combinations, 3 hours of case analysis on dance works' creative aspects, and 6 hours of stage performance practice, culminating in a performance. The "Learning by Others" part lasts 4 hours, featuring 2 hours of online training on dance choreography and 2 hours of guidance on Chinese ethnic and folk dances. The "Learning by Courses" part lasts 2 hours and includes a lecture on "Stage Lighting Design in Dance."

These findings align with Hu Lin (2021) on the impact of professional skills and research on development, Chen Mengran (2013) on core elements of professional development, and Liu Zenghui (2022) on the importance of dance creation for cultivating creative thinking and artistic quality.

3.4 Module 4 - Research Ability

Based on the research results, the training course for this module totals 30 hours. The "Learning by Experience" part is 21 hours, including 6 hours of self-study on publication directions and journal requirements, visiting at least 3 literature databases, and familiarizing oneself with search methods. It also includes 9 hours of group discussions and 6 hours of case analysis on dance-related papers.The "Learning by Others" part lasts 6 hours, with 3 hours of online training on research paper writing and 3 hours of expert guidance on current or published papers. The "Learning by Courses" part lasts 3 hours and features a lecture on transforming teaching achievements into research achievements.

These findings align with Shen Yanhong and Zhang Di (2012) on the importance of analyzing information needs and retrieval methods, Chen Shijian and Li Ying (2013) on enhancing teachers' practice ability through various supports, and Zheng Rubin and Chen Chuanfeng (2006) on the significance of literature search data and network data collection technology.

4.To study the effect of the program to enhance dance teachers' competency in dance department, Zhengzhou Sias University

4.1 Module 1 - Professional Ethics

In this study module, 19 dance teachers participated. The comparison of their abilities before and after training revealed that initially, they had a limited understanding of professional ethics, focusing mainly on norms and guidelines. After the training, they recognized the importance of professional identity and the educational mission as crucial elements of professional ethics. Over 15 days, significant improvements were made in professional identity, educational mission, norms, and moral guidelines. The module was highly praised by experts and trainees.

These findings align with Zhao Yang (2019), who highlighted the importance of behavior standards for teachers in the UK, Wang Xinqing (2021), who emphasized building teachers' morality and striving to be education experts, and Peng Chenchen (2020), who stressed that strengthening teachers' morality and teaching style is vital for higher education quality and societal progress.

4.2 Module 2 - Teaching Ability

In this module, 19 dance teachers participated in the program. The study compared their teaching abilities before and after the program. Initially, trainees had a simplistic view of teaching ability, thinking it was just about implementing classroom processes. Post-training, they realized the importance of learning and innovating teaching models and methods for improving teaching quality. They also recognized the significance of designing complete and effective dance classes. Through 15 days of training, trainees significantly improved in teaching models, methods, and curriculum design. Experts highly praised the program's implementation.

These findings align with Jinli (2014), who emphasized that high teaching ability is crucial for quality education and talent training in local undergraduate universities. Wu Difeng (2020) highlighted the importance of diversified curriculum design focusing on core literacy and student needs. Zou Jun and Wang Weiyian (2020) stressed that creative dance teaching should center on student experiences, supported by good course design and creative guidance.

4.3 Module 3 - Professional Skills

In this module, 19 dance teachers participated, with their skills assessed before and after the program. Initially, their understanding of professional skills was limited to dance movement demonstration, with weaknesses in dance creation, activity planning, and organization. Post-training, they developed a strong interest and new insights into these areas. Over 15 days, the most significant improvements were seen in dance demonstration, creation, and activity planning. Experts and trainees highly praised the program's effectiveness.

These findings align with Wang Peiying (1999), who highlighted the need for systematic dance planning, and Liu Zhiyin (2014), who emphasized the importance of strong demonstration skills in the classroom. Li Yan and Li Yuting (2017) also stressed the importance of well-organized dance performance programs and people-oriented teaching objectives.

4.4 Module 4 - Research Ability

In this module, 19 dance teachers participated, with their research abilities assessed before and after the program. Initially, their understanding of research was limited to writing and publishing papers. Post-training, they recognized

the importance of learning basic statistics and using statistical tools, as well as understanding journal publication guidelines. Over 15 days, significant improvements were seen in literature retrieval, data analysis, and paper writing. Experts highly praised the module's effectiveness, and trainees rated it positively.

These findings align with Shen Yanhong and Zhang Di (2012), who emphasized the importance of literature metrics in research. Jing Yuhuan (2015) highlighted the need for young dance teachers to integrate research with classroom teaching. Shi Junyou (2022) stressed that a robust scientific research evaluation mechanism is crucial for enhancing research and teaching quality in universities.
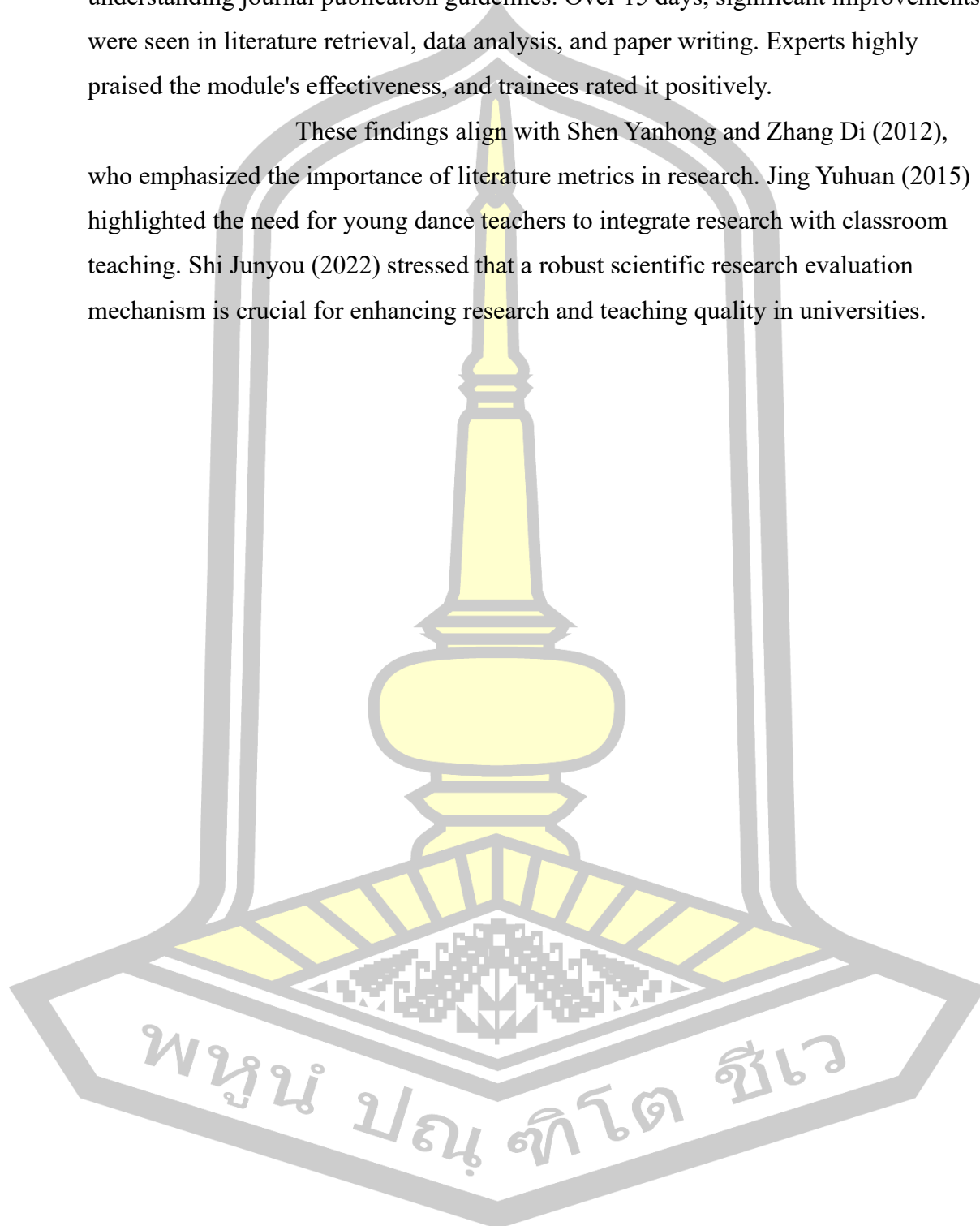
Recommendations

This study, through an investigation of dance teachers at Zhengzhou Sias University, analyzed the components of college dance teachers' competency and developed improvement plans. This research represents a relatively new direction in the field of higher education in China, and it is hoped that it can provide a theoretical basis for future scholars studying this area. Here are a few suggestions:

1) The program can be expanded as a regular training program for advancing the competency of dance teachers in Zhengzhou Sias University, to be conducted during winter and summer breaks of every academic year. This will help continuously improve the comprehensive abilities of dance teachers and promote their professional development and the innovative development of dance education at the university.

2) Continue to focus on and promote the development of professional ethics by strengthening the awareness of dance teachers on professional ethics through diverse training and case studies.

3) In terms of teaching ability, it is recommended to conduct peer observation as a regular practice. By observing other dance teachers' classes, reflecting on teaching modes, teaching methods, and course design, etc., dance teachers can improve their teaching abilities.

4) To enhance research ability, it is recommended to strengthen training and guidance from program proposal to the implementation of research results to ensure comprehensive improvement of research ability.

5) It is recommended to strengthen the practice and training of professional skills, such as organizing professional skill competitions and dance performances, to continuously improve the professional skills of dance teachers.

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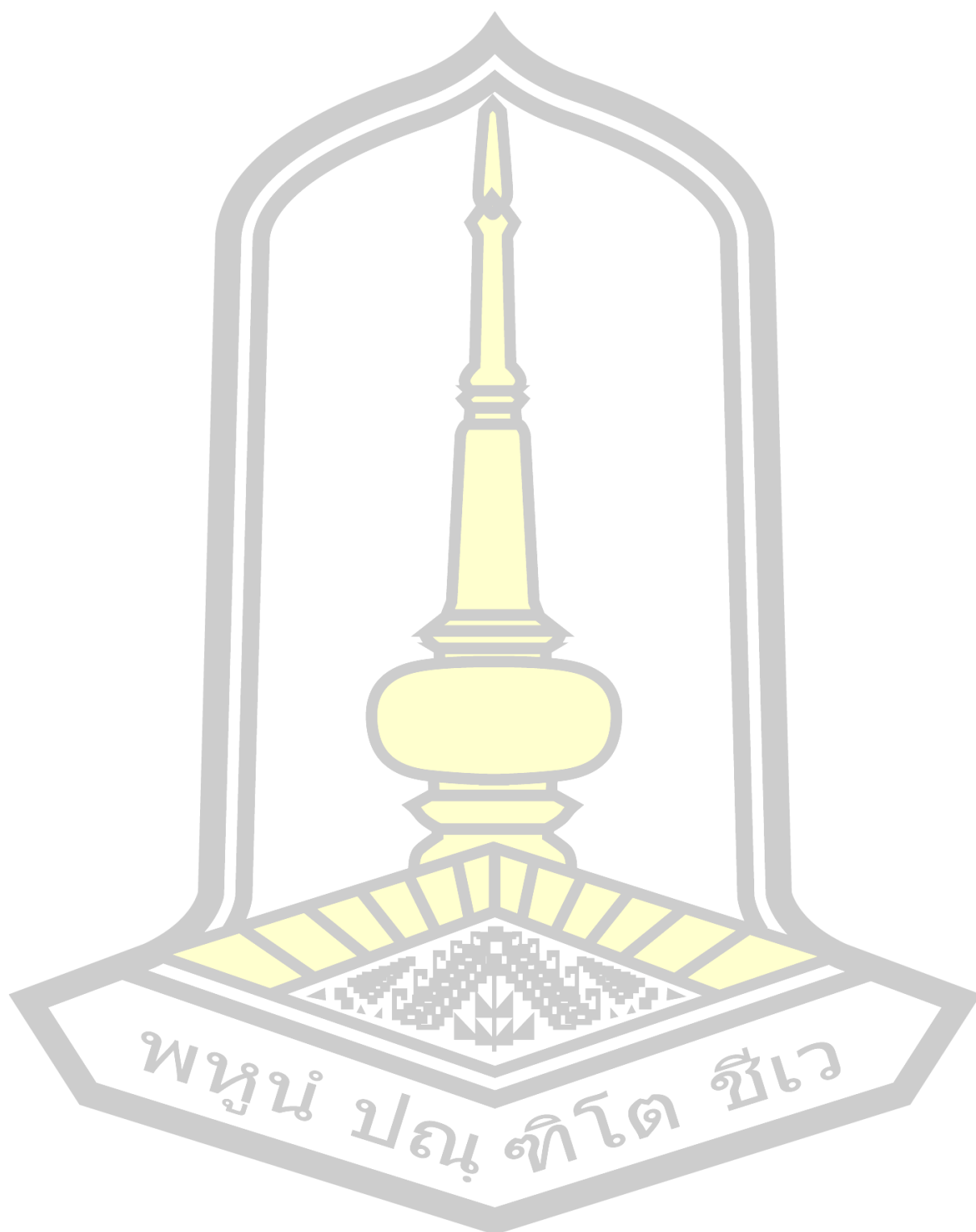
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APPENDICES
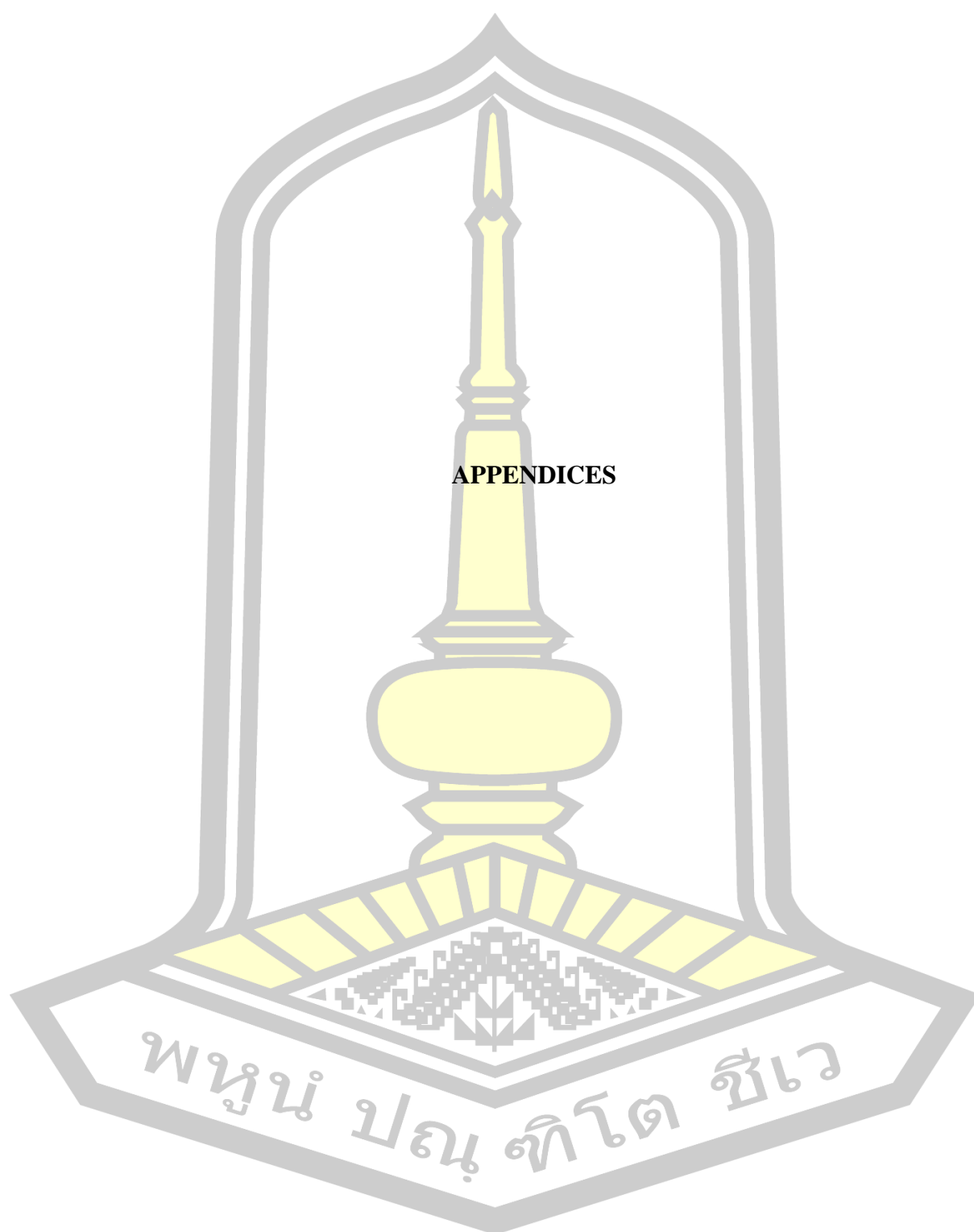
APPENDIX A List of Experts
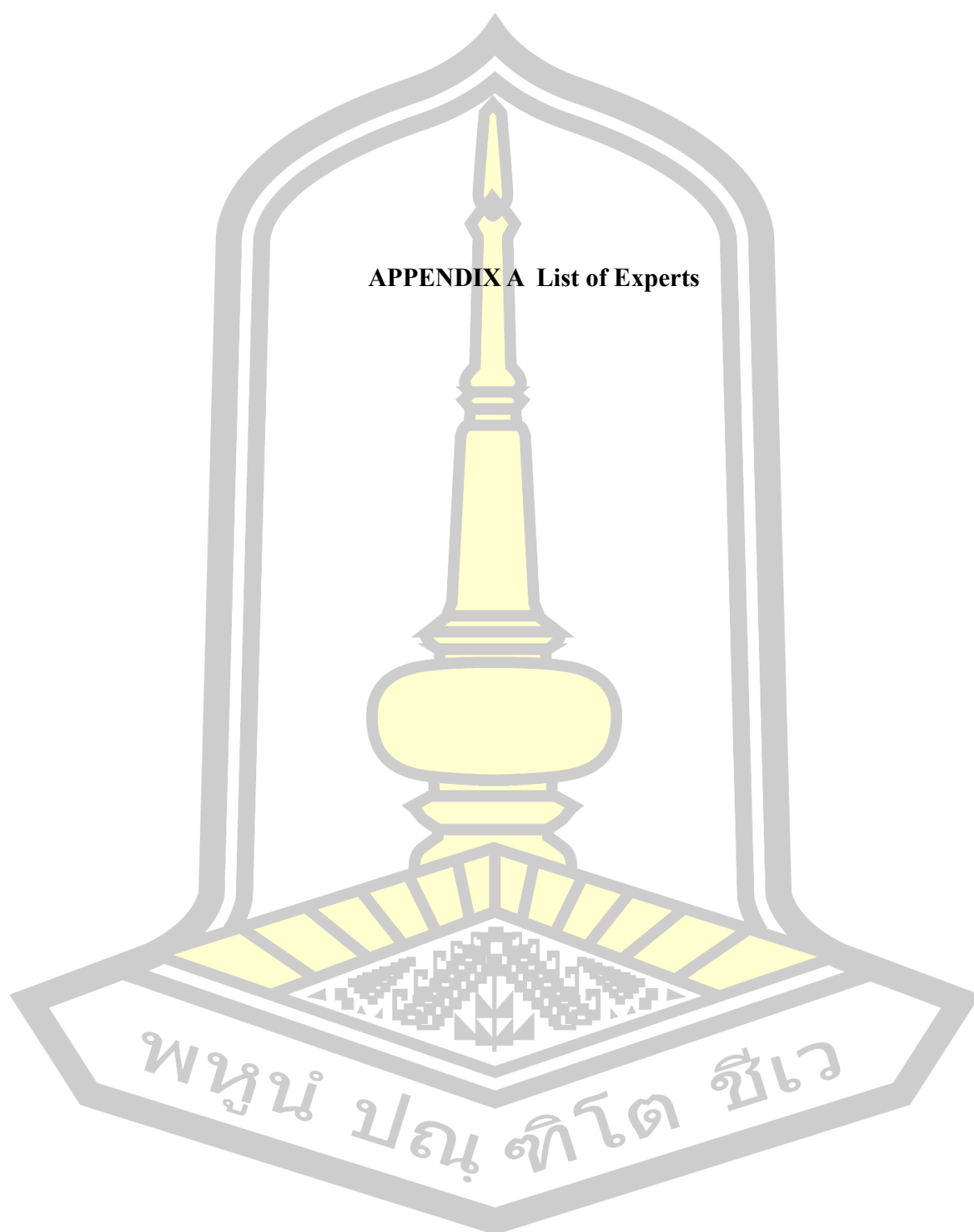
The first group of experts' list
To Check the Components

1) Prof. Wei Ran, Director of the Opera Department at Faculty of Music, Zhengzhou Sias University, has been engaged in teaching and research in music and dance education for a long time, and has more than 10years of experience in teaching and management of music and dance in universities, with richer teaching and management experience.

2) Prof. Li Fang, Vice Dean of the College of Music and Dance, Henan University, has been engaged in research and management of dance education and teaching for a long time, holds a Ph.D. degree, and has been engaged in dance teaching and management for more than 10 years, with rich experience in teaching quality assessment and teaching management.

3) Prof. Wang Songyang, Director of the Dance Department in College of Music and Dance, Nanyang Normal University, has been engaged in research and management of dance education and teaching for a long time, and has been engaged in dance teaching and management for more than 10 years, with richer teaching and management experience.

4) Assoc. Prof. Tong Wei, an expert of the Academic Committee of the College of Music, Zhengzhou Sias University, has been engaged in teaching and academic research in dance education in universities for a long time, with more than 10 years of experience in dance teaching.

5) Assoc. Prof. Dr. Zhao Yan, a teacher at the College of Music, Zhengzhou Sias University. She has extensive experience in artistic teaching and holds a doctoral degree. She has been engaged in higher education for more than 10 years and is an expert in art education evaluation.

The second group of experts' list
Interview

1) Prof. Duan Xu, Dean of the College of Music, Zhengzhou Sias University, Director of the Academic Committee, has been engaged in art education management for a long time and is a senior expert in university teaching assessment. He has more than 10 years of experience in higher education management.

2) Prof. Li Fang, Vice Dean of the College of Music and Dance, Henan University, has been engaged in research and management of dance education and teaching for a long time, holds a Ph.D. degree, and has been engaged in dance teaching and management for more than 10 years, with rich experience in teaching quality assessment and teaching management.

3) Prof. Wang Songyang, Director of the Dance Department in College of Music and Dance, Nanyang Normal University, has been engaged in research and management of dance education and teaching for a long time, and has been engaged in dance teaching and management for more than 10 years, with richer teaching and management experience.

4) Assoc. Prof. Dr. Chang Lei, Director of the Vocal Department at the College of Music, Zhengzhou Sias University. He has extensive experience in artistic teaching and education management and holds a doctoral degree. He has been engaged in higher education for more than 10 years and is an expert in art education and management.

5) Assoc. Prof. Dr. Zhao Yan, a teacher at the College of Music, Zhengzhou Sias University. She has extensive experience in artistic teaching and holds a doctoral degree. She has been engaged in higher education for more than 10 years and is an expert in art education evaluation.

The third group of experts' list
Interview

1) Prof. Wei Ran, Director of the Opera Department at College of Music, Zhengzhou Sias University, has been engaged in teaching and research in music and dance education for a long time, and has more than 10years of experience in teaching and management of music and dance in universities, with richer teaching and management experience.

2) Prof. Wang Songyang, Director of the Dance Department in College of Music and Dance, Nanyang Normal University, has been engaged in research and management of dance education and teaching for a long time, and has been engaged in dance teaching and management for more than 10 years, with richer teaching and management experience.

3) Assoc. Prof. Zhu Jingwen, an expert of the Academic Committee of the College of Music, Zhengzhou Sias University, a teaching model in Henan Province, has been engaged in teaching and academic research in dance education in universities for a long time, with more than 10 years of experience in dance teaching.

4) Assoc. Prof. Tong Wei, an expert of the Academic Committee of the College of Music, Zhengzhou Sias University, has been engaged in teaching and academic research in dance education in universities for a long time, with more than 10 years of experience in dance teaching.

5) Assoc. Prof. Yue Changqi, a dance teacher at the College of Music, Zhengzhou Sias University, has been engaged in teaching and student management of dance education in universities for a long time, with more than 10 years of experience in dance teaching.

The fourth group of experts' list
To Evaluate the Appropriately, Accuracy and Feasibility

1) Prof. Duan Xu, Dean of the College of Music, Zhengzhou Sias University, Director of the Academic Committee, has been engaged in art education management for a long time and is a senior expert in university teaching assessment. He has more than 10 years of experience in higher education management.

2) Prof. Lang Xiaoming, Vice Dean of the College of Music, Zhengzhou Sias University, and a professor at the University of Arizona in the United State, has long been engaged in art teaching and art education management and has more than 10 years of teaching and higher education management experience.

3) Prof. Wei Ran, Director of the Opera Department at College of Music, Zhengzhou Sias University, has been engaged in teaching and research in music and dance education for a long time, and has more than 10years of experience in teaching and management of music and dance in universities, with richer teaching and management experience.

4) Assoc. Prof. Zhu Jingwen, an expert of the Academic Committee of the College of Music, Zhengzhou Sias University, a teaching model in Henan Province, has been engaged in teaching and academic research in dance education in universities for a long time, with more than 10 years of experience in dance teaching.

5) Assoc. Prof. Tong wei, an expert of the Academic Committee of the College of Music, Zhengzhou Sias University, has been engaged in teaching and academic research in dance education in universities for a long time, with more than 10 years of experience in dance teaching.

APPENDIX B Research Tool
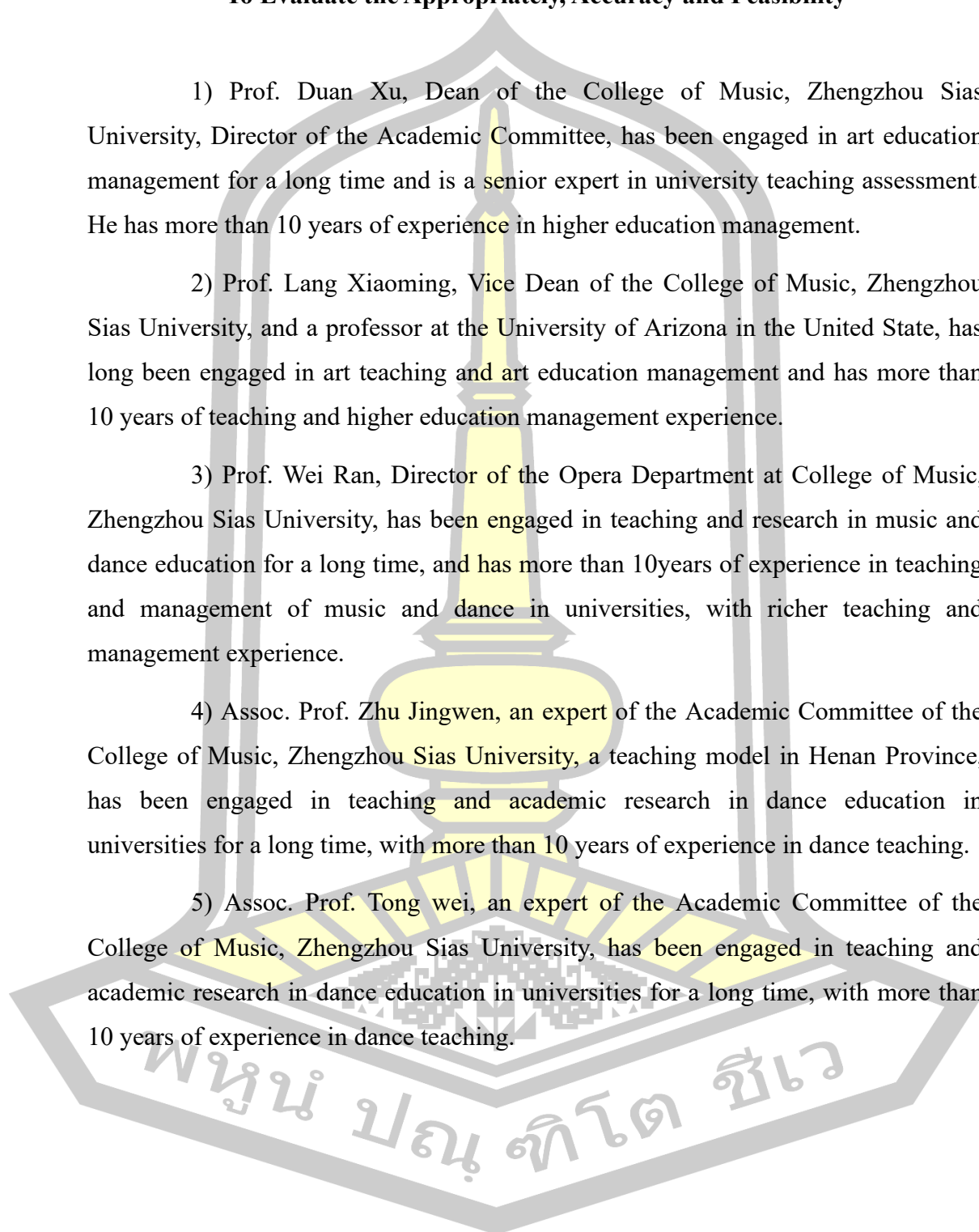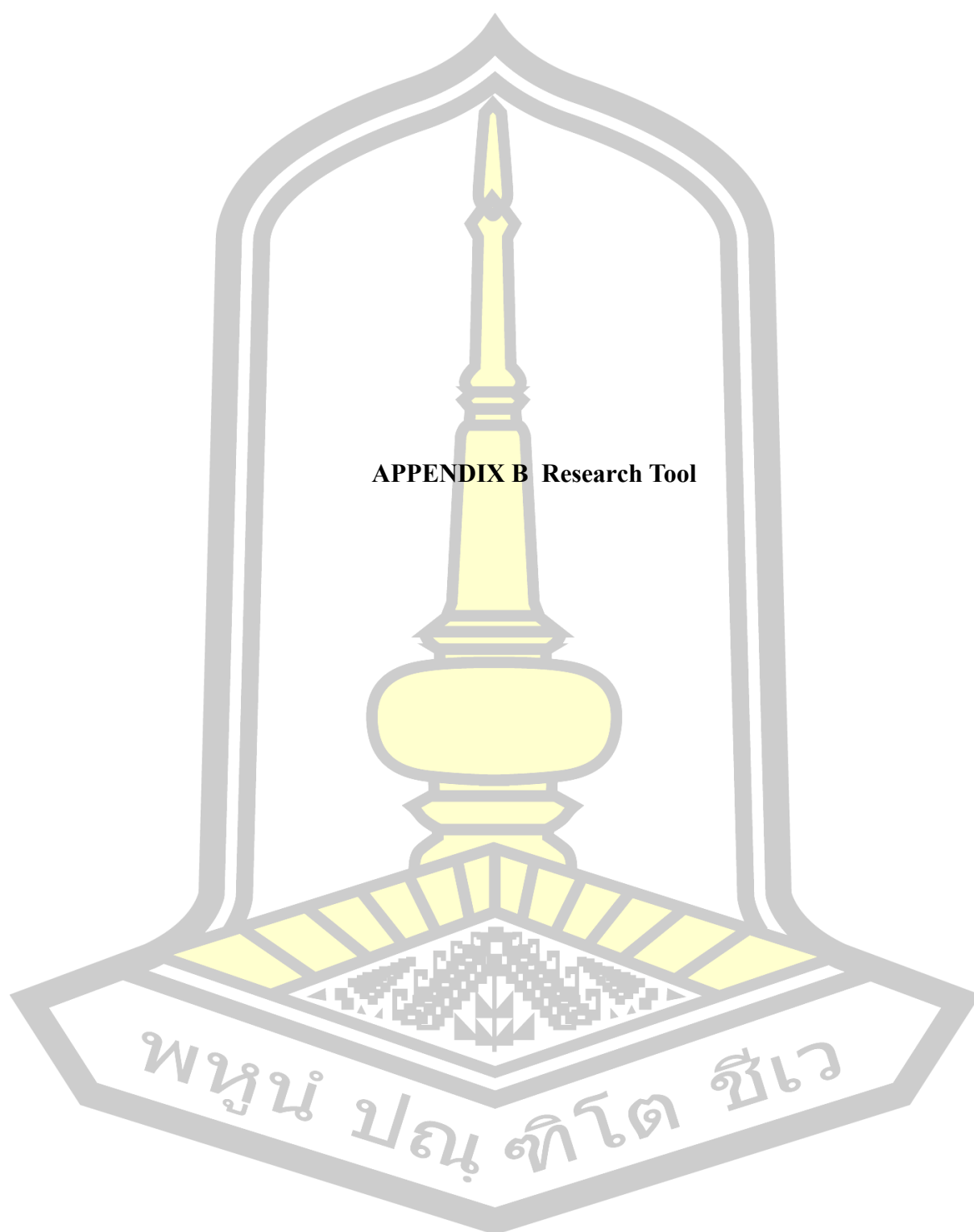
Quality Inspection Expert Evaluation Table

The Factors That Affect The Dance Teachers' Competency In Dance

Department, Zhengzhou Sias University

Direction:

The assessment form is used for experts to check if each question meets the purpose. The assessment standards are as follows:

5 refers to the suitability is very high

4 refers to the suitability is high

3 refers to the suitability is moderate

2 refers to the suitability is low

1 refers to the suitability is very low

Professional Ethics

Professional ethics refers to the professional norms and ethical standards that dance teachers follow in their teaching and work. Professional ethics include professional identity, education mission, professional norms, and ethical guidelines. Having good professional ethics is crucial for the professional development of dance teachers in colleges and universities, as it can establish a good reputation in society, enhance the image of teachers, and improve the reputation of schools.

Components	Indicators	Suitability				
		5	4	3	2	1
Professional identity	1. Passionate about education career.					
	2.Proud to be a teacher.					
Education mission	3. Actively guide students in establishing a correct world view, outlook on life, and values.					
	4. Actively cultivate students' sense of social responsibility and historical mission.					
Professional norms	5. Understand the ten standards of professional behavior for college teachers.					

Components	Indicators					
	6. Adhere to professional norms and have no disciplinary violations.					
Ethical standards	7.Have a good understanding of the Code of Ethics for Higher Education Teachers.					
	8. Adhere to moral standards and have no disciplinary violations.					

Teaching ability

Teaching ability refers to the practical ability of teachers to be familiar with teaching models, teaching methods, and curriculum design. Excellent teaching ability not only requires teachers to have rich subject knowledge and teaching experience but also requires good communication and interpersonal skills, the ability to understand and support students, and the ability to provide personalized teaching according to individual differences among students.

Components	Indicators	Suitability				
		5	4	3	2	1
Teaching mode	9. Have knowledge of 3 or more teaching models.					
	10. Actively learn advanced teaching models.					
Teaching method	11. Teaching methods can effectively organize classroom activities.					
	12. Teaching methods can increase students' interest in learning.					
Curriculum design	13. Value curriculum design and have a strong sense of design.					
	14. Have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.					

Professional skills

Professional skills refer to the skills that dance teachers need to master in dance demonstration, dance creation, activity planning, and rehearsal organization. Only with these professional skills can dance teachers provide high-quality education and guidance for their students to achieve good teaching results. Continuous improvement of professional skills can enhance the teaching practice and creativity of college dance teachers.

Components	Indicators	Suitability				
		5	4	3	2	1
Dance demonstration	15. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them.					
	16. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.					
Dance creation	17. Be familiar with the theory and technical methods of dance creation.					
	18. Regularly engage in dance creation activities.					
Planning and organization	19. Regularly guide, plan, and organize large-scale artistic activities.					
	20. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.					

Research ability

Research ability refers to the ability of dance teachers to conduct academic research, which includes literature search, data collection and analysis, paper writing, and publication. Transforming teaching practice into theory through academic research can not only improve the academic attainments and influence of college dance teachers but also apply new research achievements to dance teaching and creation.

Components	Indicators	Suitability				
		5	4	3	2	1
Literature search and organization	21. Have knowledge of literature search tools and how to use them.					
	22. Have knowledge of 3 or more literature databases.					
Data collection and analysis	23. Have knowledge of basic statistics and its application.					
	24. Can use tools to organize and summarize data.					
Paper writing and publishing	25. Be familiar with the norms and requirements of paper writing.					
	26. Have knowledge of the research directions of journals in the field.					

More comments and suggestions:

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Date：……………/……………/……………

Mr/Mrs: …………………………………

Survey questionnaire on the current situation and expectations of the dance teachers' competency in Dance Department, Zhengzhou Sias University

Direction:

The questionnaire is divided into 2 parts.

Part I: Questions about general information about respondents.

Part II: Questions about current and desired state of dance teachers' competency in dance department, Zhengzhou Sias University.

1. Your answers to all questions are highly important for the data analysis and the completion of this research study.

2. Your participation in this study will be kept highly confidential. The research information will not be discussed or shared in any forms with anyone other than the researcher.

3.You are assured that your views on the content of this survey shall not be used in a way that might cause damage to your reputation as an individual or otherwise, integrity, emotion, or indeed professional conduct.

4. The results of this self-assessment will be used to determine areas for professional development. The findings are meant to help you plan your "professional" development activities.

5. Your participation is voluntary and you are free to withdraw from the process at any point for the survey questionnaire.

6. Should you have any inquiries regarding this research study, please contact the researcher, Mr Ma Bin, Faculty of Education, Mahasarakham University, Thailand +660910995492, E-mail: 419301292@qq.com

<div align="right">

Ma Bin

Doctor of Educational Administration

Faculty of Education, Mahasarakham University

</div>

Part I: Respondents' Profile

Direction: Please check (√) into on the answer that is mostly responding to your information.

1. Your gender

☐ Male ☐ Female

2. Your age

☐ 30 years old and under ☐ 31 -- 35years old

☐ 36-- 40years old ☐ 40 years old and above

3. Your teaching experiences

☐ Less than 5 years ☐ Between 5 and 10 years

☐ Between 11 and 15 years ☐ More than 15 years

4. Your Professional title

☐ Teacher ☐ Lecturer

☐ Associate professor ☐ Professor
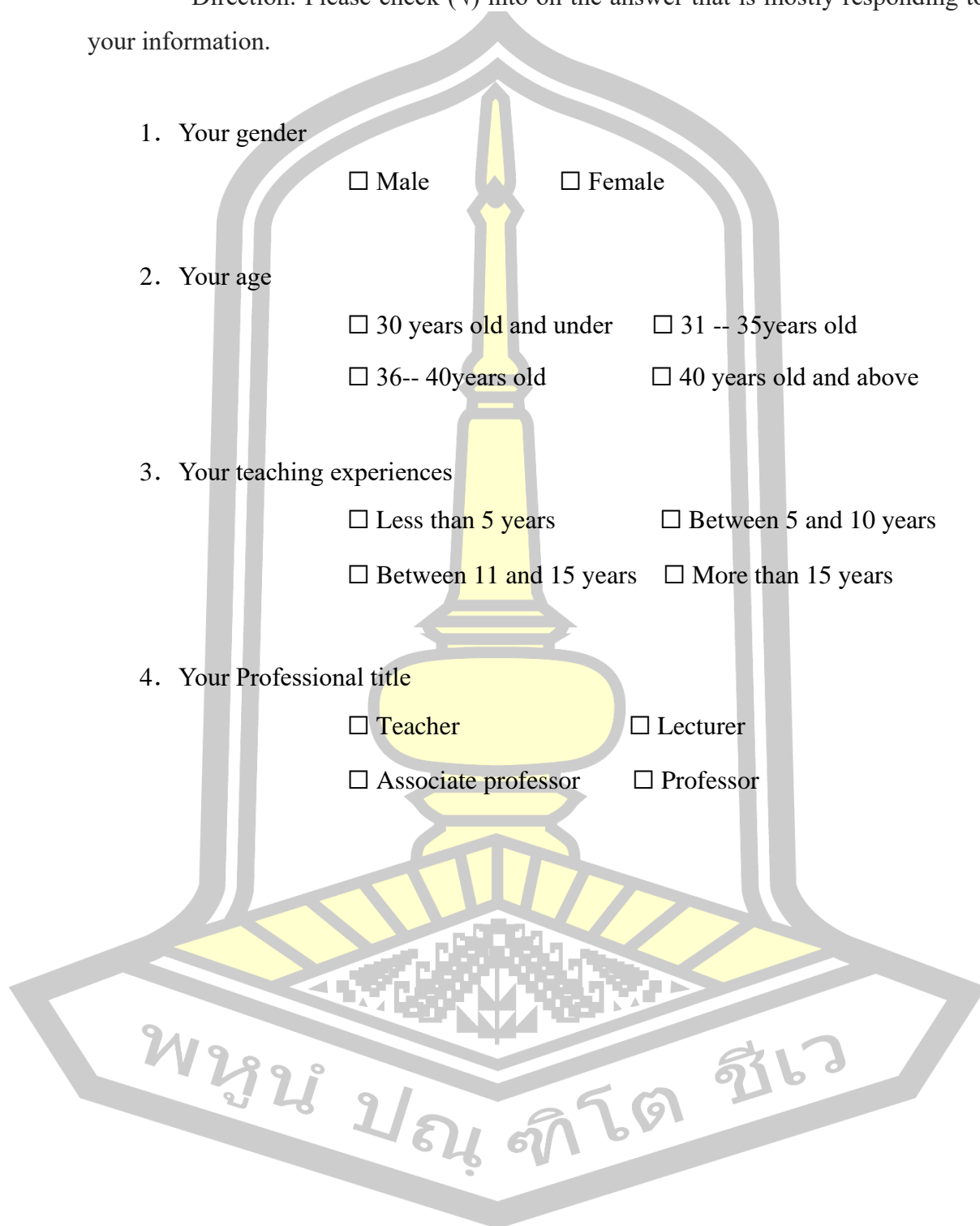
**Part II: Questions about current and desired state of dance teachers'
competency in dance department, zhengzhou Sias university.**

Directions:

• Review each of the competencies in Column 2.

• Assess your competencies in column 1. Please check (√) that you you're
your competencies are poor, fair, good, very good, and excellent with each
competency provided.

• Assess whether the competency is a priority for you in column 3. Please
check (√) your priority in column 3 that the competency is not a priority for you, the
competency is low priority for you, the competency is medium priority for you, the
competency is high priority for you and the competency is essential for you.

Current State					Dance Teachers' Competencies in Dance Department	Desired State				
Excellent	Very good	Goog	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5
1. Professional ethics										
					1. Passionate about education career.					
					2. Proud to be a teacher.					
					3. Actively guide students in establishing a correct world view, outlook on life, and values.					
					4. Actively cultivate students' sense of social responsibility and historical mission.					
					5. Understand the ten standards of professional behavior for college Teachers.					
					6. Adhere to professional norms and have no disciplinary violations.					
					7. Have a good understanding of the Code of Ethics for Higher Education Teachers.					
					8. Adhere to moral standards and have no disciplinary violations.					

Current State					Dance Teachers' Competencies in Dance Department	Desired State				
Excellent	Very good	Goog	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5
					2. Teaching ability					
					1. Have knowledge of 3 or more teaching models.					
					2. Actively learn advanced teaching models.					
					3. Teaching methods can effectively organize classroom activities.					
					4. Teaching methods can increase students' interest in learning.					
					5. Value curriculum design and have a strong sense of design.					
					6. Have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.					

Current State					Dance Teachers' Competencies in Dance Department	Desired State				
Excellent	Very good	Goog	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5
3. Professional skills										
					1. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them.					
					2. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.					
					3. Be familiar with the theory and technical methods of dance creation.					
					4.Regularly engage in dance creation activities.					
					5. Regularly guide, plan, and organize large-scale artistic activities.					
					6. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.					

Current State					Dance Teachers' Competencies in Dance Department	Desired State				
Excellent	Very good	Goog	Fair	Poor		Not Priority	Low Priority	Medium	High Priority	Essential
5	4	3	2	1		1	2	3	4	5
					4. Research ability					
					1. Have knowledge of literature search tools and how to use them.					
					2. Have knowledge of 3 or more literature databases.					
					3.Have knowledge of basic statistics and its application.					
					4. Can use tools to organize and summarize data.					
					5.Familiar with the norms and possess the ability to write a research paper.					
					6. Understand the research direction and publication requirements of journals in this field.					

More comments and suggestions:

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Thank You Very Much for Your Cooperation

Expert Interview Record Form

Title: Program To Enhance Dance Teachers' Competency In Dance Department,

Zhengzhou Sias University

Directions：

The interview is divided into 2 parts.

Part I: Questions about general information about respondents.

Part II: Questions about dance teachers' competency.

1. Your answers to all questions are highly important for the data analysis and the completion of this research study.

2. Your participation in this study will be kept highly confidential. The research information will not be discussed or shared in any forms with anyone other than the researcher.

3. Your participation is voluntary and you are free to withdraw from the process at any point for the interview.

4. Should you have any inquiries regarding this research study, please contact the researcher, Mr Ma Bin, Faculty of Education, Mahasarakham University, Thailand +660910995492, E-mail: 419301292@qq.com

Thank you for taking to answer this questionnaire survey.

Ma Bin

Doctor of Educational Administration

Faculty of Education

Mahasarakham University

Part I: Respondents' Profile

Please provide accurate information below. This information is for the exclusive use of this study and will not be disclosed to any individuals or organizations. Please rest assured.

5．Your name:

6．Your work place:

7．Your position:

8．Your professional title:

9．Your research scope:
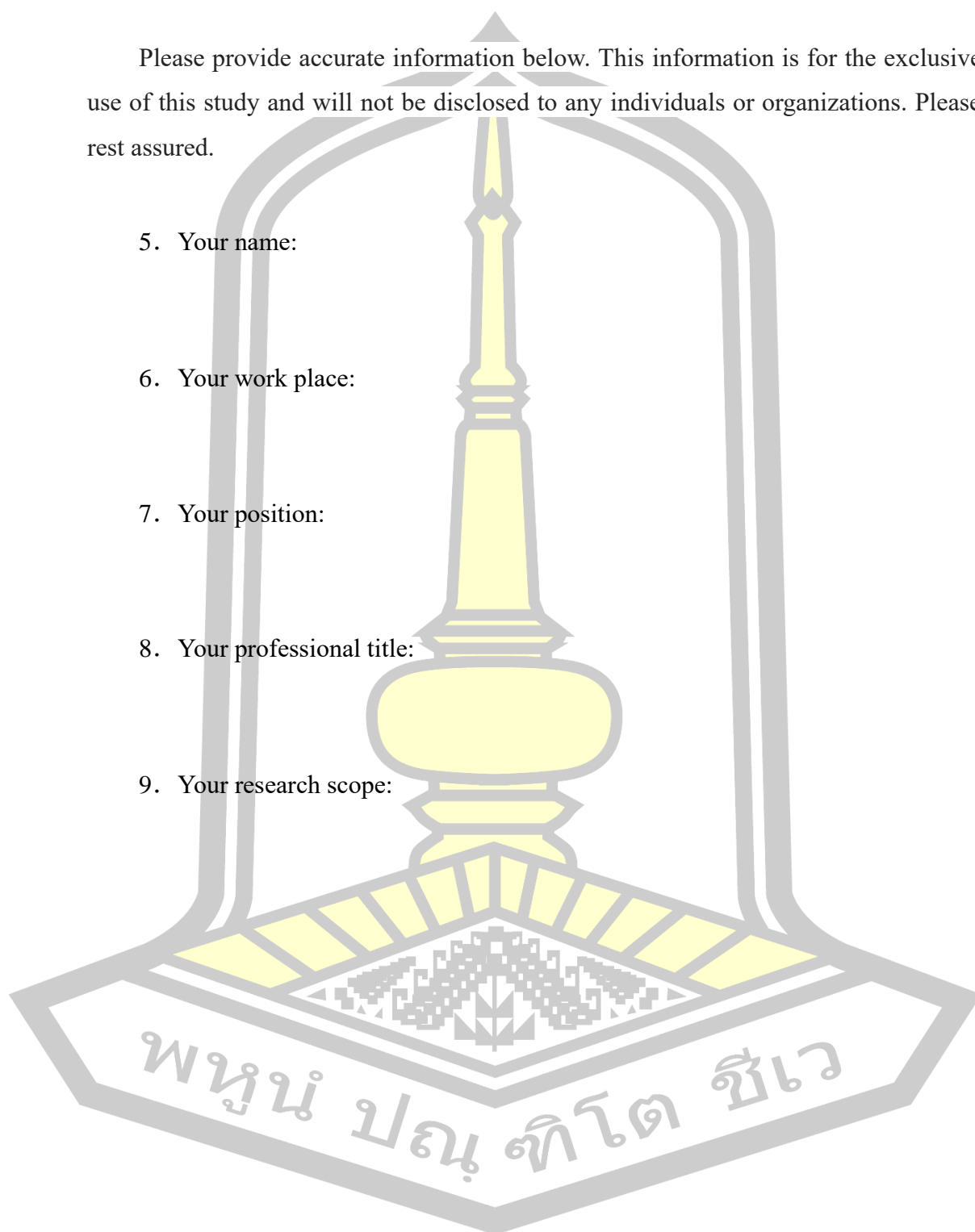
Part II: Questions about dance teachers' competency

      1. What are the current issues with professional ethics among dance teachers?

_____

_____

_____

_____

      2. How can the problems with professional ethics among dance teachers be addressed?

_____

_____

_____

_____

      3. What are the shortcomings in teaching methods among dance teachers currently?

_____

_____

_____

_____

4.How can the teaching methods of dance teachers be improved?

_____

_____

_____

_____

_____

5. What are the current shortcomings in professional skills among dance teachers?

_____

_____

_____

_____

6. How can the professional skills of dance teachers be improved?

_____

_____

_____

_____

7. What are the current shortcomings in research abilities among dance teachers?

_____

_____

_____

_____

_____

8. How can the research abilities of dance teachers be improved?

_____

_____

_____

_____

9. What suggestions do you have for improving the abilities of dance teachers in universities?

_____

_____

_____

_____

_____

Thank You Very Much for Your Cooperation

Expert Evaluation Form For Survey Questionnaires

Title: Program To Enhance Dance Teachers' Competency In Dance Department,

Zhengzhou SIAS University

Direction:

1. This evaluation form is used to assess the necessity of each component in the survey questionnaire to help the researcher better determine its content.

2. When using this evaluation form, please assess each component's "Level of Appropriateness, Level of Accuracy, and Level of Feasibility." Use the following rating levels: 1 Not Priority, 2 Low Priority, 3 Medium, 4 High Priority, 5 Essential. Please check the appropriate level (√) for each component.

3. Should you have any inquiries regarding this research study, please contact the

researcher, Mr Ma Bin, Faculty of Education, Mahasarakham University, Thailand +660910995492, E-mail: 419301292@qq.com

Thank you very much for participating in this evaluation.

Ma Bin

Doctor of Educational Administration

Faculty of Education

Mahasarakham University

Dance Teachers' Competencies	Level of Appropriateness					Level of Accuracy					Level of Feasibility				
1. Professional ethics	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Passionate about education career.															
2. Proud to be a teacher.															
3. Actively guide students in establishing a correct world view, outlook on life, and values.															
4. Actively cultivate students' sense of social responsibility and historical mission.															
5. Understand the ten standards of professional behavior for college Teachers.															
6. Adhere to professional norms and have no disciplinary violations.															
7. Have a good understanding of the Code of Ethics for Higher Education Teachers.															
8. Adhere to moral standards and have no disciplinary violations.															
2. Teaching ability	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Have knowledge of 3 or more teaching models.															
2. Actively learn advanced teaching models.															
3. Teaching methods can effectively organize classroom activities.															
4. Teaching methods can increase students' interest in learning.															
5. Value curriculum design and have a strong sense of design.															
6. Have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.															

3. Professional skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and be able to demonstrate them.															
2. Be familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and be able to demonstrate them.															
3. Be familiar with the theory and technical methods of dance creation.															
4.Regularly engage in dance creation activities.															
5. Regularly guide, plan, and organize large-scale artistic activities.															
6. Be familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.															
4. Research ability	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Have knowledge of literature search tools and how to use them.															
2. Have knowledge of 3 or more literature databases.															
3.Have knowledge of basic statistics and its application.															
4. Can use tools to organize and summarize data.															
5.Familiar with the norms and possess the ability to write a research paper.															
6. Understand the research direction and publication requirements of journals in this field.															

More comments and suggestions:

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Date：……………/……………/……………

Mr/Mrs: …………………………………

Dance Teachers' Competency Questionnaire

This questionnaire is used for data collection before and after program implementation.

Survey Instructions

This questionnaire aims to assess dance teachers' performance in the areas of professional ethics, teaching ability, professional skills, and research ability. Each question is rated from 1 point (average performance) to 5 points (excellent performance). Please choose the option that best describes your situation.

Basic Information

Name: _____

Age: _____

Years of Teaching: _____

Education: _____

Professional Title: _____

Professional Ethics

1) I am passionate about my career in education.

    5: Very passionate

    4: Passionate

    3: Somewhat passionate

    2: Average

    1: Not passionate

2) I am proud to be a teacher.

    5: Very proud

    4: Proud

    3: Somewhat proud

    2: Average

    1: Not proud

3) I actively guide students in establishing a correct worldview, outlook on life,

and values.

       5: Always

       4: Most of the time

       3: Sometimes

       2: Rarely

       1: Never

4) I actively cultivate students' sense of social responsibility and historical mission.

       5: Always

       4: Most of the time

       3: Sometimes

       2: Rarely

       1: Never

5) I understand the ten Standards of Professional Behavior for College Teachers.

       5: Very well

       4: Well

       3: Somewhat well

       2: Slightly

       1: Not at all

6) I adhere to professional norms and have no disciplinary violations.

       5: Fully adhere, no violations

       4: Mostly adhere, no violations

       3: Somewhat adhere, no violations

       2: Occasionally violate

       1: Frequently violate

7) I have a good understanding of the Code of Ethics for Higher Education Teachers.

       5: Very good understanding

       4: Good understanding

       3: Somewhat good understanding

       2: Slight understanding

       1: No understanding

8) I adhere to moral standards and have no disciplinary violations.

    5: Fully adhere, no violations

    4: Mostly adhere, no violations

    3: Somewhat adhere, no violations

    2: Occasionally violate

    1: Frequently violate

Teaching Ability

9) I have knowledge of three or more teaching models.

    5: Knowledge of three or more

    4: Knowledge of two

    3: Knowledge of one

    2: Slight knowledge of several

    1: No knowledge

10) I actively learn advanced teaching models.

    5: Always actively learn

    4: Mostly actively learn

    3: Sometimes actively learn

    2: Rarely actively learn

    1: Never learn

11) My teaching methods can effectively organize classroom activities.

    5: Always

    4: Most of the time

    3: Sometimes

    2: Rarely

    1: Never

12) My teaching methods can increase students' interest in learning.

    5: Always

    4: Most of the time

    3: Sometimes

    2: Rarely

    1: Never

13) I value curriculum design and have a strong sense of design.

      5: Value highly and strong sense of design

      4: Value and strong sense of design

      3: Somewhat value and average sense of design

      2: Slightly value and average sense of design

      1: Do not value and weak sense of design

14) I have rigorous curriculum design in the classroom, with a strong sense of purpose and good teaching effectiveness.

      5: Fully meet

      4: Mostly meet

      3: Somewhat meet

      2: Slightly meet

      1: Do not meet

Professional Skills

15) I am familiar with the movement styles of ballet, Chinese classical dance, and modern dance, and can demonstrate them.

      5: Very familiar and can demonstrate

      4: Familiar and can demonstrate

      3: Somewhat familiar and can demonstrate

      2: Slightly familiar and can demonstrate

      1: Not familiar or cannot demonstrate

16) I am familiar with the movement styles of Han, Tibetan, Mongolian, Uygur, Korean, and Dai ethnic groups, and can demonstrate them.

      5: Very familiar and can demonstrate

      4: Familiar and can demonstrate

      3: Somewhat familiar and can demonstrate

      2: Slightly familiar and can demonstrate

      1: Not familiar or cannot demonstrate

17) I am familiar with the theory and technical methods of dance creation.

      5: Very familiar

      4: Familiar

3: Somewhat familiar

2: Slightly familiar

1: Not familiar

18) I regularly engage in dance creation activities.

5: Always

4: Often

3: Sometimes

2: Rarely

1: Never

19) I regularly guide, plan, and organize large-scale artistic activities.

5: Always

4: Often

3: Sometimes

2: Rarely

1: Never

20) I am familiar with the use of stage lighting, as well as the design of stage costumes, props, and dance beauty.

5: Very familiar

4: Familiar

3: Somewhat familiar

2: Slightly familiar

1: Not familiar

Research Ability

21) I have knowledge of literature search tools and know how to use them.

5: Very proficient

4: Proficient

3: Somewhat proficient

2: Slightly proficient

1: Not proficient

22) I am familiar with three or more literature databases.

5: Very familiar

4: Familiar

3: Somewhat familiar

2: Slightly familiar

1: Not familiar

23) I have knowledge of basic statistics and its application.

5: Very proficient

4: Proficient

3: Somewhat proficient

2: Slightly proficient

1: Not proficient

24) I can use tools to organize and summarize data.

5: Very proficient

4: Proficient

3: Somewhat proficient

2: Slightly proficient

1: Not proficient

25) I am familiar with the norms and requirements of paper writing.

5: Very familiar

4: Familiar

3: Somewhat familiar

2: Slightly familiar

1: Not familiar

26) I have knowledge of the research directions of journals in the field.

5: Very knowledgeable

4: Knowledgeable

3: Somewhat knowledgeable

2: Slightly knowledgeable

1: Not knowledgeable

Remarks

Please answer according to your actual situation. Your thoughtful responses are of great value and significance to this research. Thank you for your participation!
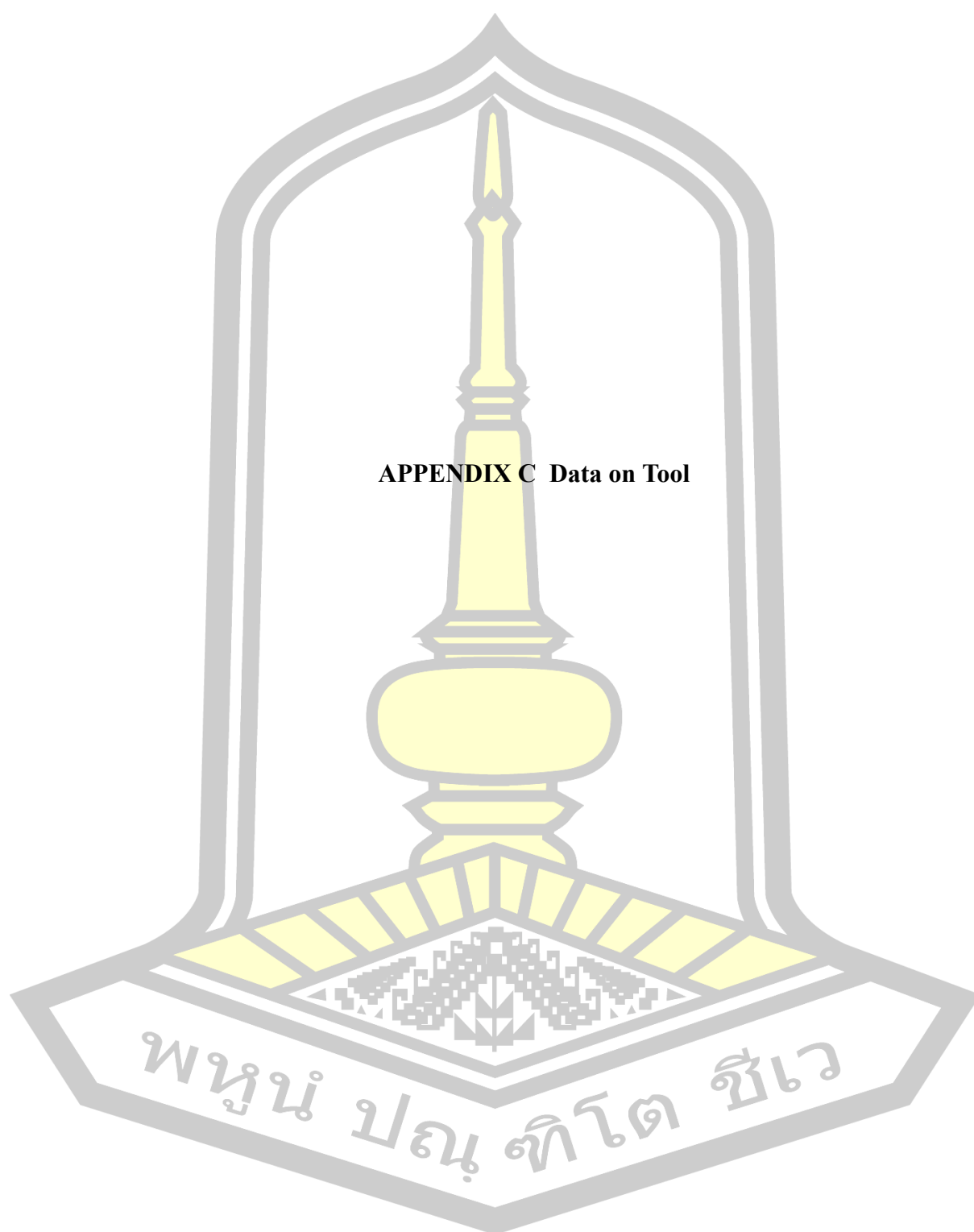
APPENDIX C Data on Tool

Table 1   Pearson's correlation coefficient of the questionnaire on the current status and desired state of dance teachers' competency in dance department, Zhengzhou Sias University

N0.	Pearson's correlation coefficient (r_{xy})		N0.	Pearson's correlation coefficient (r_{xy})	
	Current state	Desired state		Current state	Desired state
1	.417	.401	14	.470	.454
2	.521	.601	15	.850	.456
3	.410	.420	16	.801	.421
4	.411	.657	17	.714	.443
5	.503	.516	18	.801	.460
6	.513	.544	19	.852	.424
7	.510	.426	20	.625	.563
8	.619	.541	21	.738	.653
9	.679	.450	22	.855	.476
10	.845	.402	23	.565	.638
11	.672	.422	24	.582	.405
12	.585	.495	25	.778	.474
13	.572	.537	26	.509	.430

Table 2 Survey data on the current state

Reliability Statistics	
Cronbach's Alpha	N of Items
0.928	26

Table 3 Survey data on the desired state

Reliability Statistics	
Cronbach's Alpha	N of Items
0.806	26
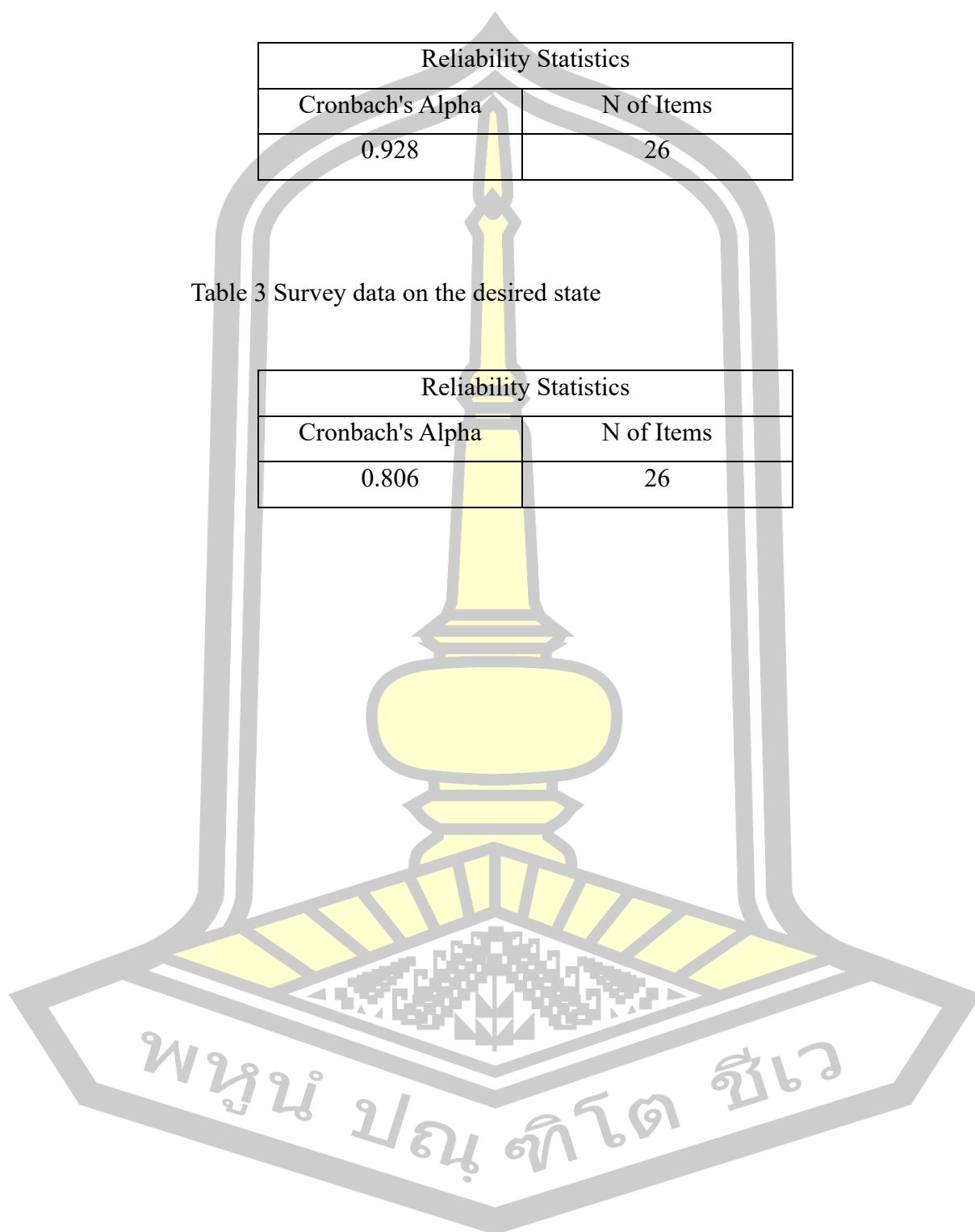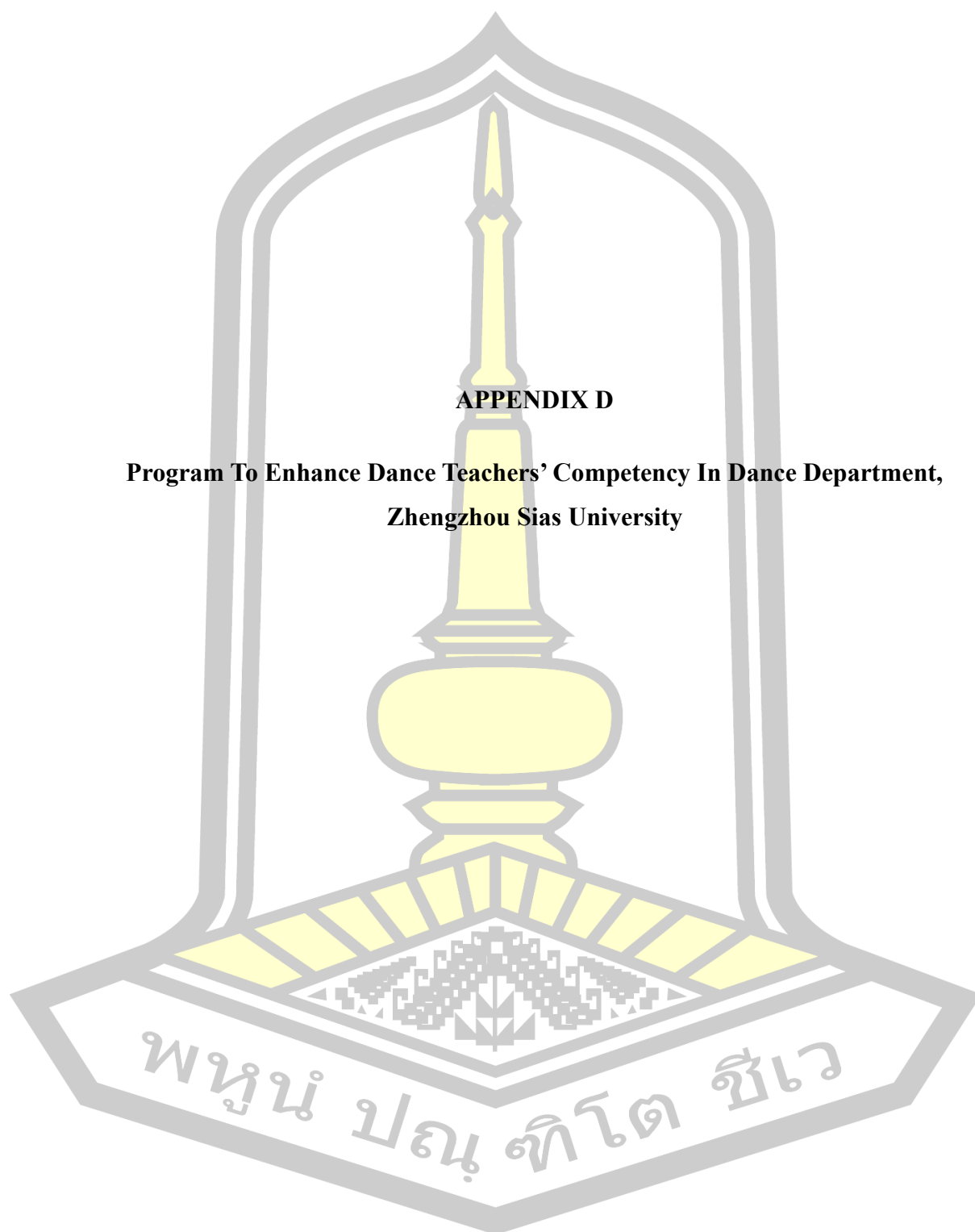
APPENDIX D

Program To Enhance Dance Teachers' Competency In Dance Department, Zhengzhou Sias University
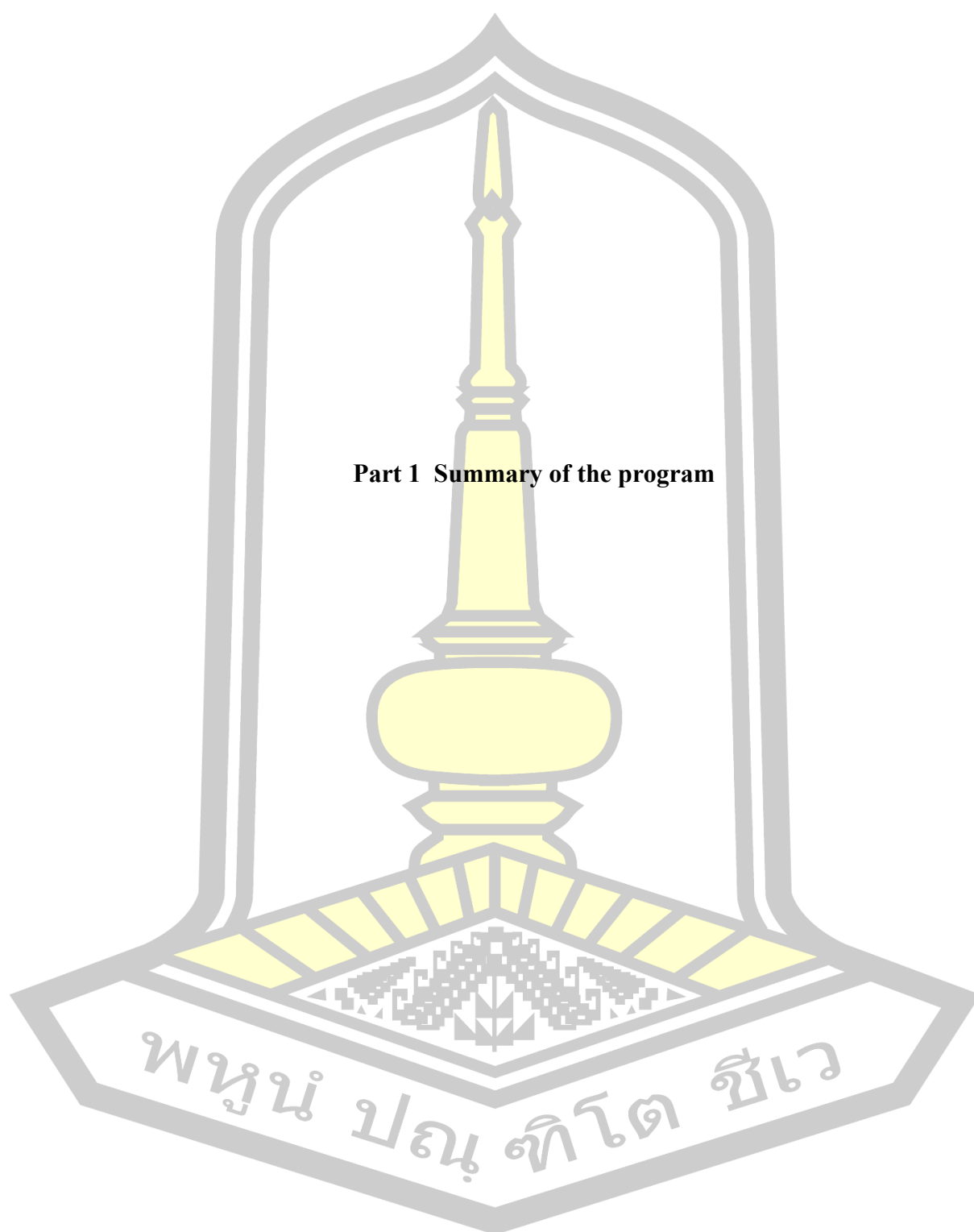
Part 1 Summary of the program

1. 1 Principles

In the field of dance education, we are facing more and more uncertainties and unpredictable challenges as the times are changing and education is rapidly developing. These challenges include technological advancements, competition, changes in student needs, updates in education regulations, etc., all of which require us to constantly adapt and change to this changing era.

In this context, dance teachers are facing many new tasks and roles. They need to have adaptive abilities to cope with the needs of change. First of all, dance teachers must have good professional ethics. Dance education is closely related to students' physical, psychological, and emotional well-being. Teachers need to have the ability to manage emotions and emotions, to focus on students' mental health and physical and mental health balance. Secondly, dance teachers need to have good teaching skills and professional skills to provide better services to classrooms and students. In addition, dance teachers also need to have strong research ability to transform teaching experience into research results.

Therefore, it is very meaningful to improve the ability of dance education teachers. This requires teachers to continue learning and development.

1.2 Objectives

1.2.1 To strengthen and establish the understanding among dance teachers of the necessity and urgency in developing and enhancing their abilities when faced with the changes of the times.

1.2.2 To improve the dance teachers' competency in Dance Department, Zhengzhou Sias University, focusing on 4 modules: enhancing their understanding of professional ethics, teaching skills, professional expertise, and research abilities.

1.2.3 By introducing cutting-edge dance education concepts, improving teachers ' teaching skills, and promoting education research, the dance teachers in Dance Department, Zhengzhou Sias University will be able to possess strong comprehensive and adaptability abilities, thereby achieving better outcomes in dance education and teaching.

1.3 Content

The program aims to develop and enhance dance teachers'

competency in the Dance Department, Zhengzhou Sias University, and includes 4 modules.

Module 1: Professional Ethics

The main content of this module is to enhance and develop the professional ethics of dance teachers in the dance department, Zhengzhou Sias University. By learning and discussing the relevant content of professional ethics, dance teachers will understand the importance of professional ethics and how to follow professional ethics standards in interactions with students, colleagues, and parents. The curriculum will cover important topics such as honesty, fairness in education, and care and respect for students, to improve the professional cultivation of dance teachers.

Module 2: Teaching Ability

This module will focus on improving the teaching ability of dance teachers in dance department, Zhengzhou Sias University. Teachers will learn how to adapt to different students and create creative teaching methods to stimulate their interest and improve their learning outcomes. In addition, teachers will learn how to design a complete course to improve teaching effectiveness.

Module 3: Professional Skills

The purpose of this module is to improve the professional skills of dance teachers in the dance department, Zhengzhou Sias University. The curriculum will cover skills such as dance performance and demonstration, dance creation, and event planning and organization. Teachers will learn how to use these skills properly in teaching to improve their comprehensive ability level.

Module 4: Research Ability

The focus of this module is to improve the research ability of dance teachers in the dance department, Zhengzhou Sias University. Teachers will learn how to develop scientifically rational investigation plans, collect data and analyze results, and write research reports and other relevant research knowledge and skills. In addition, teachers will review the research direction and writing norms of relevant journals, write papers and submit them more specifically, to promote the development of dance education.

1.4 Development process

1.4.1 Development principles

From the research and literature search, the specific content of the "70:20:10" learning model has been identified.

1) 70% Learning Model

The "70:20:10" learning model is based on experiential learning that occurs through observation or hands-on experience in the actual work environment, or practical work in the field. This enables educators to rapidly understand and provide feedback more efficiently. Efficient feedback can increase effectiveness, thus improving learning efficiency. Educational administrators buy into this learning model because it connects the stories and situations they have learned, leading to an understanding of events and observation of behavior. This comparison is like a pathway or bridge that connects. Experience is the bridge that fills the gap between practice and the concepts and theories individuals already have or have gained. This leads to an increase in learning, imitation, and behavior capabilities as a result of new experiences, leading to changes in behavior and the development of new competencies for educational administrators, resulting in more efficient work outcomes. The tools used to develop personnel according to this learning approach do not rely on classroom training.

2) 20% Learning Model

This is a learning approach that involves interaction with others. This could be through direct supervision, peer-to-peer collaboration within the same organization, collaboration across different organizations, or mentorship. It is a type of learning that occurs through discussions, consultations, and information sharing between individuals. This approach relies on a strong relationship between the 2 parties, which must start with good communication, and continue through regular appointments for discussion and exchange of perspectives at their convenience. Development tools for this learning approach do not rely on classroom training.

3) 10% Learning Model

Formal centralized training is a very important and necessary learning approach that cannot be cancelled. It allows for blended learning and provides an effective way for learners to gain knowledge. Training can combine

classroom training with non-classroom training methods. This could include online learning as a non-classroom training method, through resources or courses that are prepared and readily available.

1.4.2 Methods and Activities of Development

The methods to enhance the dance teachers' competency in Dance Department, Zhengzhou Sias University include:

70% of learning from experience, using 63 hours of the following development methods: (Learning by Experience)

Self-study 18 hours

1) Self-study of relevant laws and regulations on vocational norms and codes of ethics (Module 1)

2) Self-study of 3 or more teaching modes and teaching methods (Module 2)

3) Self-study of training combinations for 3 dance types considered weakest (Module 3)

4) Self-organizing of the direction of publication and writing specifications for 3 or more related journals (Module 4)

Case analysis 17 hours

1) Search for 2 cases related to teacher vocational norms and codes of ethics for analysis (Module 1)

2) Search for 3 cases related to teaching models and teaching methods for analysis (Module 2)

3) Comprehensive analysis of the creative aspects of 2 dance works. (Module 3)

4) Comprehensive analysis of 3 dance-related articles published in different journals (Module 4)

Group discussions 22 hours

1) Group discussion and sharing on self-studied content and cases related to professional ethics (Module 1)

2) Group discussion and sharing on self-studied content and cases related to teaching skills (Module 2)

3) Group discussion and sharing on self-studied content and

cases related to professional skills (Module 3)

4) Group discussion and sharing on self-studied content and cases related to research abilities (Module 4)

Stage performance 6 hours

1) Stage synthesis and performance of original dance works produced after training (Module 3)

20% of learning from others (Learning by Others). Using 18 hours of the following development methods:

Online training 8 hours

1) Conduct online teaching on the theoretical knowledge of teacher professional ethics (Module 1)

2) Conduct online teaching on the theoretical knowledge of dance creation (Module 3)

3) Conduct online teaching on the fundamental theory of statistics (Module 4)

Teaching and guidance 7 hours

1) Conducting theoretical teaching and guidance on teaching models and methods (Module 2)

2) Conducting teaching and guidance on dance choreography skills (Module 3)

3) Conducting teaching and guidance on paper writing (Module 4)

Observation of public lessons 3 hours

1) Organize all personnel to observe the dance classes of 3 experienced teachers (Module 2)

10% Learning by Courses, using 9 hours, developed by the following methods:

On the job training 9 hours

1) How to Be a Qualified and Good Teacher (Module 1)

2) How to design an effective and complete dance class (Module 2)

3) Design and application of stage lighting (Module 3)

4) Use of statistical tools (Module 4)

1.5 Evaluation and assessment

1.5.1 Evaluate the development progress by assessing changes in the abilities of dance teachers. This will be done by using a dance teacher competency evaluation form.

1.5.2 Evaluate the development progress by assessing the satisfaction of the activities in development, learning exchanges, work, and activities. This will be done by using a satisfaction evaluation form for the Dance Teacher Competency Enhancement Program.

Part 2 Details of the program
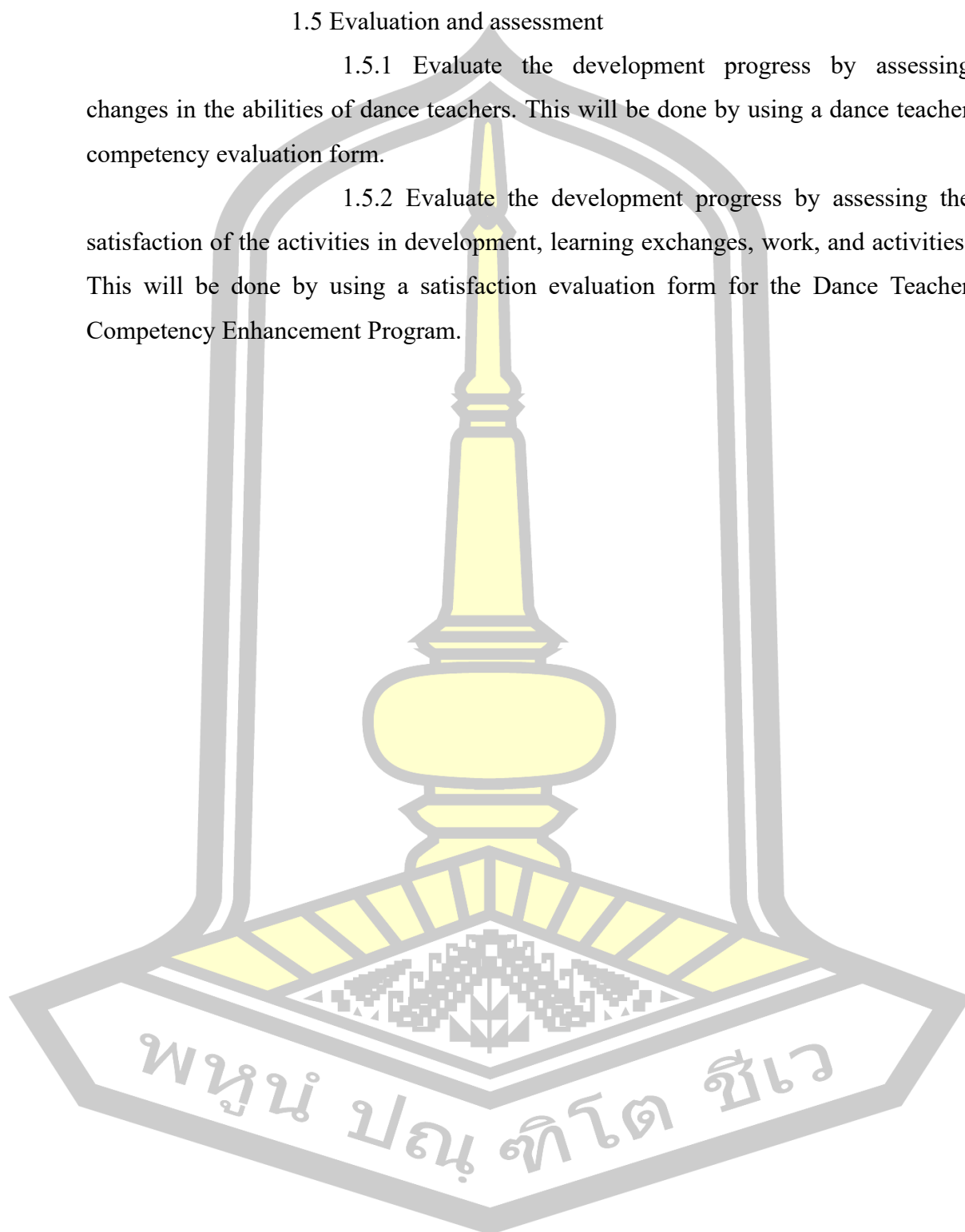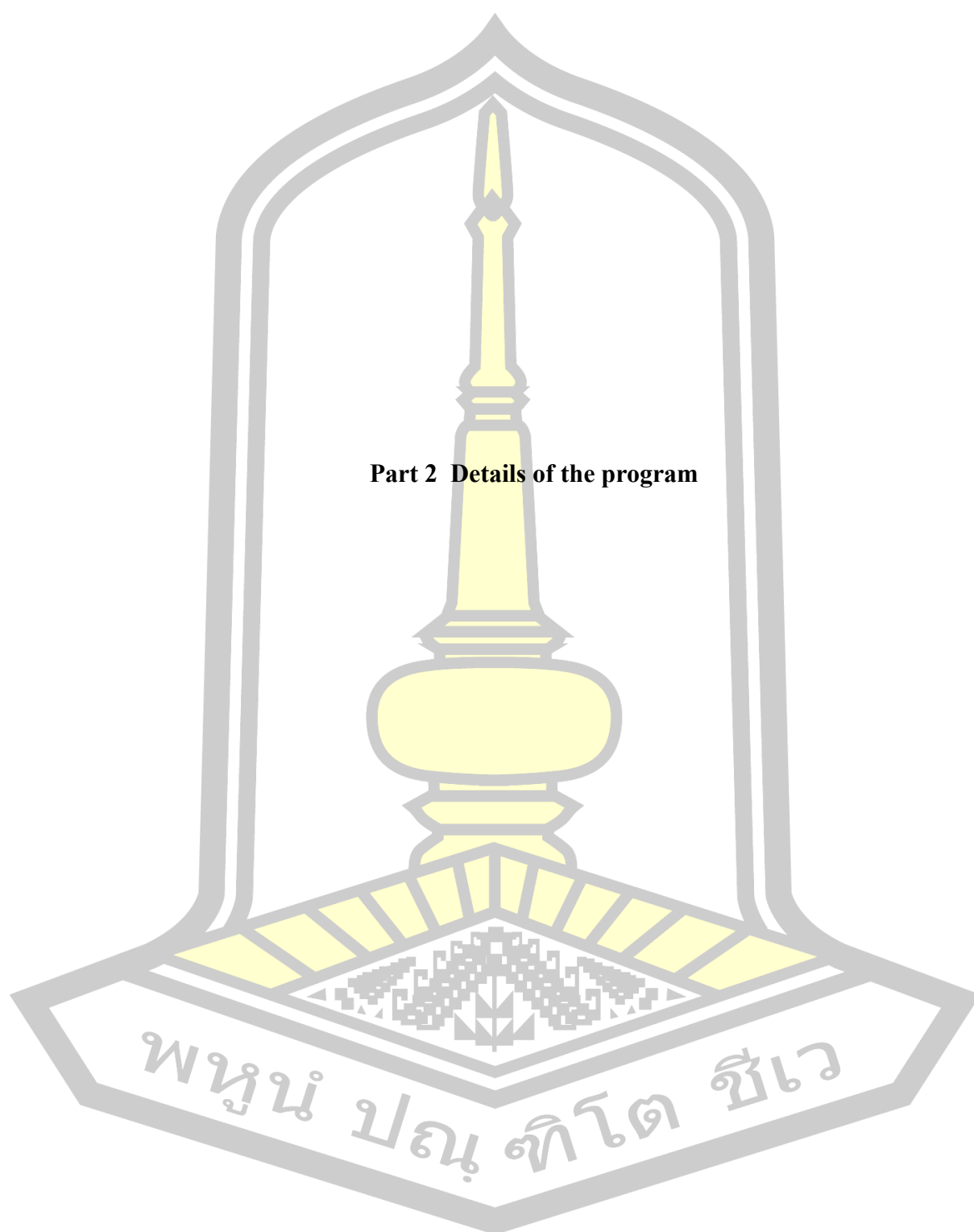
Module 1

Professional ethics   9.5 hours

Principles

Training on dance teachers' professional ethics should follow the following 4 basic principles: professional identity, educational mission, professional standards, and moral standards. Firstly, dance teachers should recognize their professional identity and role, and have a deep understanding of the importance of dance teaching. Secondly, in terms of educational mission, the training should emphasize the teachers' responsibility and mission, that is, to provide students with the best education and development opportunities. Thirdly, in terms of professional standards, the training should introduce the professional standards and education regulations faced by dance teachers, and guide them on how to follow these standards and regulations in their work. Finally, in terms of moral standards, the training should raise the moral level of teachers, guide them to follow professional moral guidelines, and provide correct, legal, fair and moral education services. In summary, the above 4 aspects are the basic principles of dance teachers' professional ethics training, which can improve their professional competence and moral level, and promote the healthy development of dance education.

Objectives

In order to help each trainee understand the basic contents of teachers' professional ethics, the researcher has collected relevant laws, regulations and cases. Trainees can learn and understand the relevant knowledge by self-studying these laws, regulations and analyzing cases, so as to continuously improve their professional ethics.

Content

1) The Significance and Importance of Organizing the Study of Professional Ethics.

2) Understanding the Components of Professional Ethics.

3) Learning Relevant Laws and Regulations on Teacher Professional Standards and Moral Standards.

Development process

Development Method	Development activities
Learning by Experience: 10.5 hours	
Self-study (4 hours)	Distribute relevant laws and regulations on professional norms and ethical standards to trainees for self-study.
Group discussions (4 hours)	Divide the trainees into 3 groups, and have each group discuss and share the content they have self-studied.
Case analysis (2.5 hours)	Divide the trainees into 3 groups, and have each group analyze 2 cases related to professional ethics.
Learning by Others: 3 hours	
Online training (3 hours)	Conduct online training on professional ethics.
Learning by Courses: 1.5 hours	
On-the-job training （1.5 hours）	Conduct on-the-job training titled "How to Be a Qualified Teacher".
Total: 15 hours	

Evaluation

1) Assessing Professional Identity.

2) Assessing Educational Mission.

3) Assessing Professional Standards.

4) Assessing Moral Standards.

5) Assessing the Effectiveness of program Activities.
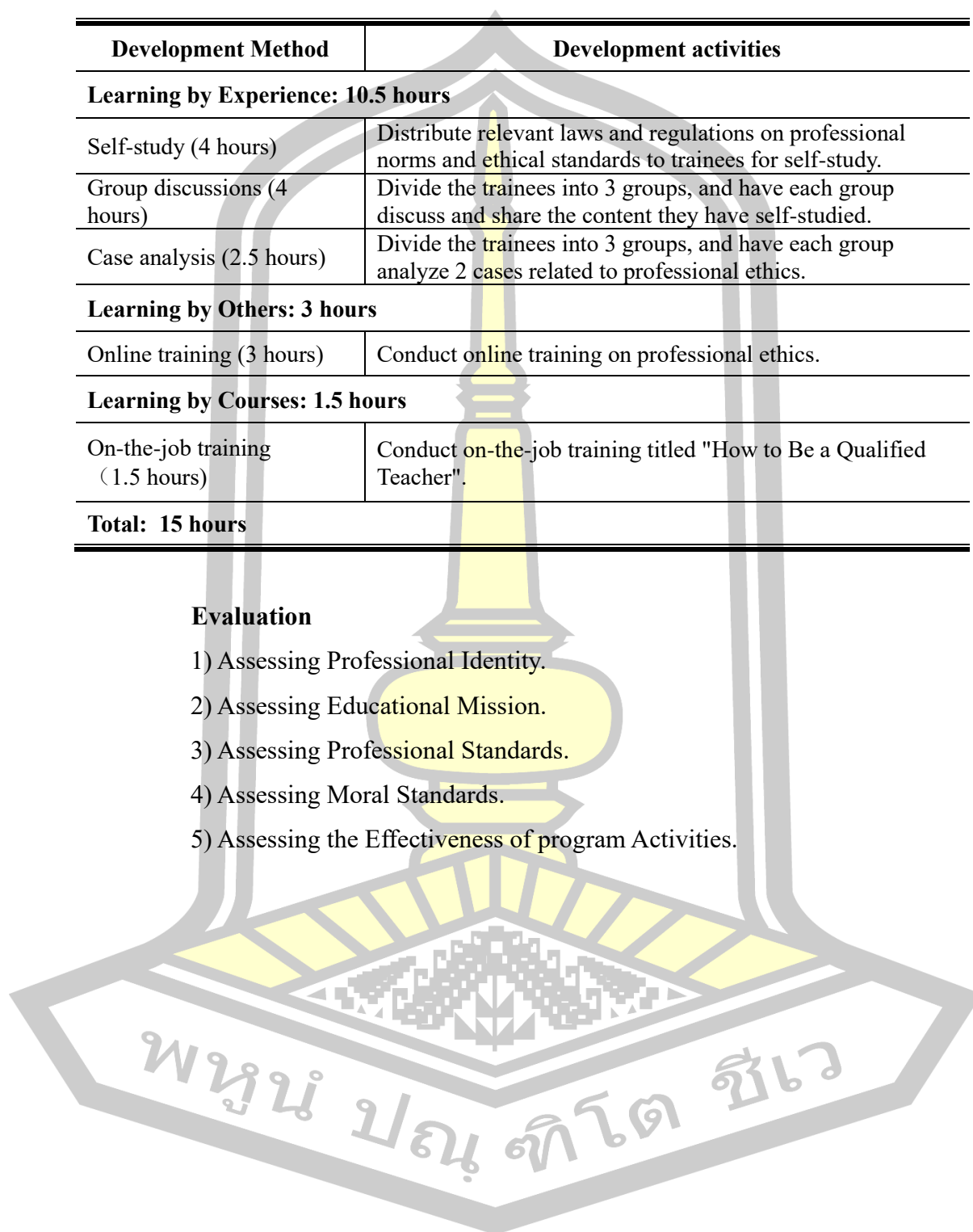
Brief Introduction to professional ethics

Code of Ethics for Higher Education Teachers

1. Patriotism and Law-abiding behavior: Love the country and love the people, support the leadership of Chinese Communist Party, support the socialist system with Chinese characteristics. Abide by the Constitution, laws and regulations, implement the education policies of the Party and the state, fulfill the duties of a teacher in accordance with the law, maintain social stability and harmony on campus. No speech or action that harms national interests and is not conducive to students' healthy growth is allowed.

2. Dedication to education and love for students: Be loyal to the cause of people's education, establish a lofty professional ideal, undertake the responsibility of fostering talent, conducting scientific research, providing social services, and innovating cultural inheritance. Be diligent, hardworking and dedicated. Lifelong learning and hard work are essential. Sincerely care for students, strictly demand of students, and be impartial to students, in order to be a good mentor. No infringement of the legitimate rights and interests of students and institutions is allowed.

3. Teaching and nurturing: Adhere to the principle of student-oriented and moral education. Follow educational rules and implement quality education. Emphasize the combination of theory and practice, knowledge and action, teach according to different aptitudes, and constantly improve education quality. Teach with kindness and discipline, learn from teaching and respect students' personalities, promoting their overall development. No other part-time work that affects the education and teaching work is allowed.

4. Rigorous Scholarship: Promote scientific spirit, be brave in exploration, seek truth, correct mistakes, and work diligently. Seek truth from facts, promote democracy, unity, cooperation, and innovation. Adhere to academic integrity and abide by academic norms. Respect the labor and academic achievements of others, safeguard academic freedom and academic dignity. Be honest and trustworthy, and avoid being frivolous. Firmly resist academic misconduct and academic dishonesty.

5. Service to Society: Dare to take social responsibility, serve the country's prosperity, national rejuvenation, and human progress. Promote excellent culture and popularize scientific knowledge. Be enthusiastic about public welfare and serve the public. Actively participate in social practice, consciously fulfill social obligations, and actively provide professional services. Firmly oppose the abuse of academic resources and academic influence.

6. Exemplary Conduct: As a teacher, be a role model for others to follow. Be indifferent to fame and wealth and keep lofty aspirations. Set a good example with noble ethics, personal charm, and intellectual style to educationally influence students. Model moral behavior, uphold social justice, and lead by example. Be dignified in speech and behavior, and civilized in conduct. Be self-respecting and self-disciplined, with integrity in teaching, and set an example. Consciously resist behavior that damages the professional reputation of teachers.

Source: Official website of the Ministry of Education of China (December 23, 2011)
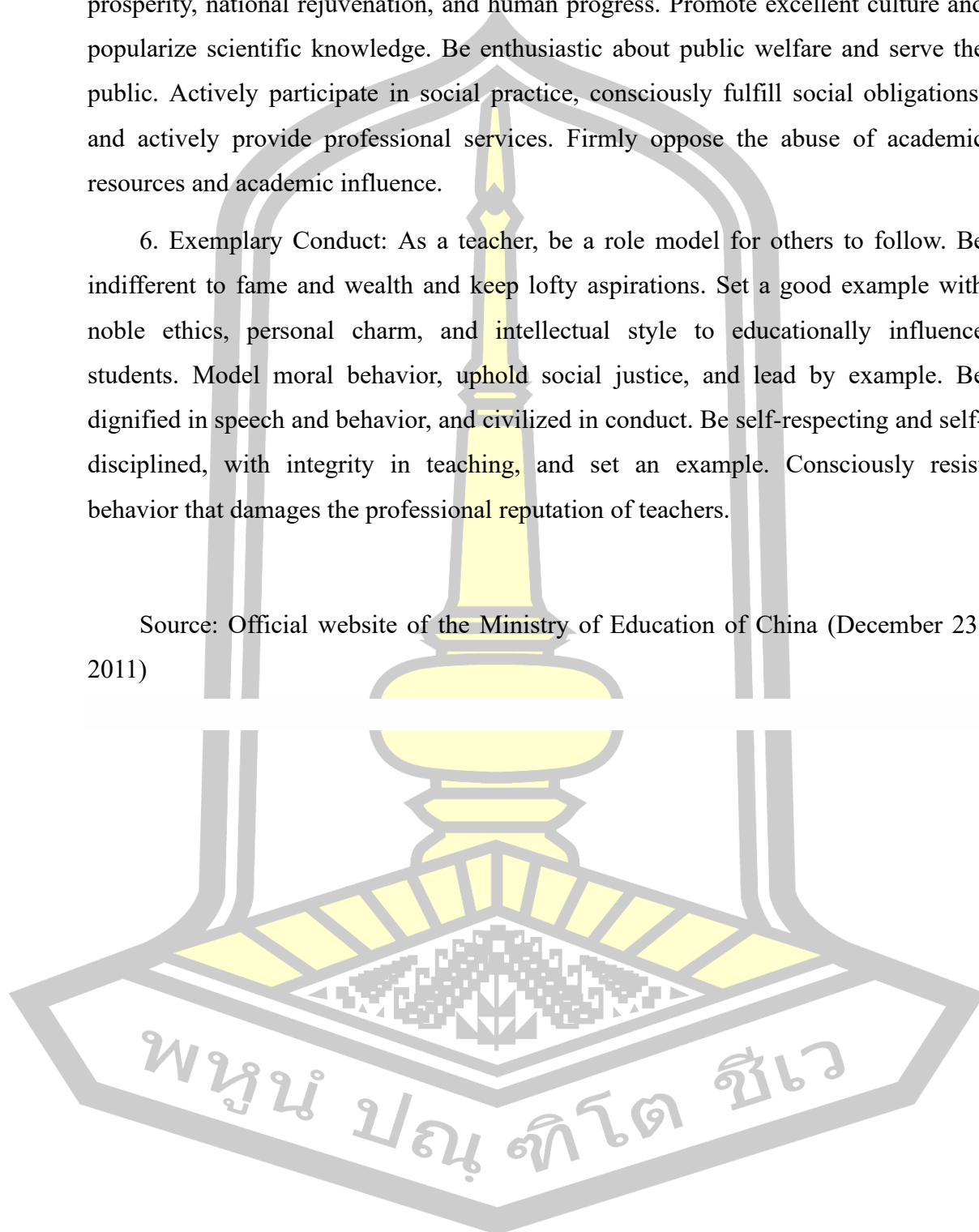
Ten Guidelines for Professional Behavior of
Higher Education Teachers in the New Era

Teachers are the engineers of human souls and the inheritors of human civilization. For a long time, teachers have been implementing the Party's educational policies, teaching and educating, working tirelessly, and making significant contributions to the country's development and national rejuvenation. In the new era, higher requirements are put forward for teachers to implement the fundamental task of moral education, in order to further enhance the sense of responsibility, mission, and honor of teachers, regulate professional behavior, clarify the bottom line of professional ethics, and guide teachers to become good teachers with ideals, morals, solid knowledge, and compassion. It is also aimed at focusing on cultivating socialist builders and successors who are well-rounded in their moral, intellectual, physical, aesthetic, and labor development. The following guidelines have been formulated to achieve these goals.

1. Firmly uphold the political direction. Adhere to Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era as a guide, support the leadership of the Chinese Communist Party, and implement the Party's educational policies; no speech or action that harms the authority of the Party Central Committee or violates the Party's line and policies are allowed in educational and teaching activities as well as other occasions.

2. Consciously love the country and abide by the law. Be loyal to the motherland and the people, abide by the principles of the Constitution, and comply with laws and regulations to fulfill the responsibilities of teachers; no infringement of national interests and public interests or violation of social order and good customs is allowed.

3. Promote excellent culture. Take the lead in practicing the socialist core values, promoting the true, the good, and the beautiful, and transmitting positive energy; no dissemination of incorrect views through classrooms, forums, lectures, information networks, or other channels, or fabrication and dissemination of false or harmful information is allowed.

4. Wholeheartedly teach and educate students. Implement the fundamental task of moral education, follow the laws of education and the laws of students' growth,

teach according to different aptitudes, and learn from teaching; no violation of teaching discipline, perfunctory teaching, or unauthorized part-time work that affects educational and teaching duties is allowed.

5. Care for and love students. Be both strict and kind, teach tirelessly, genuinely care for and guide students, and be a good mentor and friend to students; no requiring students to engage in activities unrelated to teaching, scientific research, or social services is allowed.

6. Adhere to proper speech and behavior. As a teacher, lead by example, maintain civilized behavior, and have a decent style; maintain self-respect and self-love. No inappropriate relationships with students are allowed, and any form of harassment or sexual misconduct is strictly prohibited.

7. Adhere to academic norms. Conduct rigorous academic research, avoid impetuosity, focus on learning and exploration, uphold academic integrity, and oppose academic misconduct. No plagiarism, falsification, or misappropriation of others' academic achievements or abuse of academic resources and influence is allowed.

8. Uphold fairness and honesty. Adhere to principles, act fairly, be straightforward and honest; no favoritism, cheating, or deceitful behavior is allowed in admissions, exams, recommendation, employment, performance appraisal, job appointment, title evaluation, a selection of awards, and other work.

9. Maintain honesty and self-discipline. Be strict with oneself in compliance, maintain integrity in teaching; no acceptance of gifts or property from students or their parents is allowed, no participation in paid banquets, tours, entertainment, leisure activities, or using parents' resources for personal gain.

10. Actively contribute to society. Fulfill social responsibilities, contribute wisdom and talents, and establish a correct sense of righteousness and interests; no using the school's name, emblem, patent, or venue resources for personal gain under the guise of school activities.

Source: Official Website of the Ministry of Education of China (November 14, 2018)

Discussion on Professional Ethics

Discuss the following questions in groups and summarize the opinions of each group below.

1. Is professional ethics important for the career development of dance teachers, and why?

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2. What are the common ethical issues that dance teachers face in their profession?

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3. Give examples of positive and negative cases of professional ethics among university teachers.

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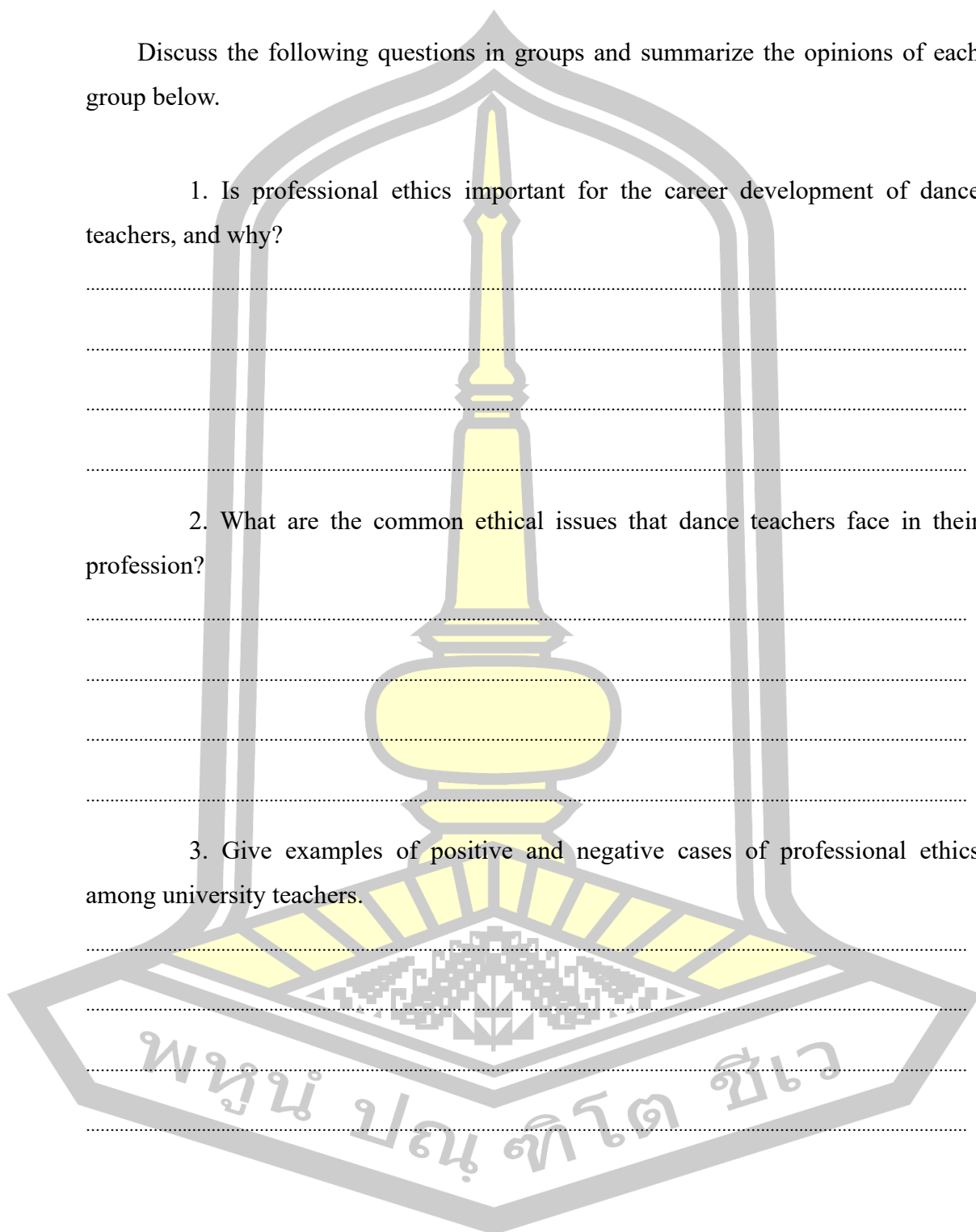
Module 2

Teaching ability   25.5 hours

Principles

To enhance the teaching ability of dance teachers, we should consider the following 3 aspects: teaching modes, teaching methods, and curriculum design. Firstly, dance teachers should be familiar with and adopt flexible teaching modes to meet the different needs of students. Secondly, adopting diverse teaching methods, such as reflective practice, cooperative learning, and inquiry-based learning, is essential to effectively improve students' learning interest and participation. Finally, curriculum design should be targeted according to students' actual level and needs, designing teaching materials and activities accordingly to enhance students' learning outcomes. Paying attention to these 3 aspects can significantly improve the quality of dance teaching and students' learning achievements.

Objectives

To improve the dance teaching ability of dance teachers, we will focus on 3 aspects: teaching modes, teaching methods, and curriculum design. In terms of teaching modes, we hope to help teachers understand and master different teaching modes, and be able to flexibly apply them in actual teaching to better meet the diverse learning needs and levels of students. In terms of teaching methods, we will introduce various effective teaching methods, such as interactive teaching, demonstration teaching, case-based teaching, etc., to enhance teachers' teaching skills and teaching effectiveness. Finally, in terms of curriculum design, we will provide methods for designing teaching materials and activities based on students' level and needs to help teachers carry out teaching work more effectively. In summary, the training module aims to improve the teaching ability of dance teachers and enable them to better adapt to and meet the needs of teaching, providing students with high-quality dance education.

Content

1) The significance and importance of organizing the study to enhance teaching ability.

2) Understanding the components of teaching ability.

3) Learning the basic theories and methods of teaching modes, teaching methods, and curriculum design.

Development process

Development Method	Development activities
Learning by Experience: 17.5 hours	
Self-study (6 hours)	Learn at least 3 teaching modes and methods by oneself and organize them.
Group discussions (6 hours)	Divide trainees into 3 groups and have them discuss and share their knowledge of teaching modes and methods based on their own understanding.
Case analysis (5.5 hours)	Divide trainees into 3 groups and have each group analyze 2 teaching cases.
Learning by Others: 5 hours	
Teaching and Guidance (2 hours)	Hire experts to teach and guide trainees in terms of teaching abilities.
Observation of open classes (3 hours)	Organize trainees to observe dance classes taught by 3 senior teachers.
Learning by Courses: 2.5 hours	
On-the-job training(2.5hours)	Lecture on How to Design a Complete and Effective Classroom.
Total: 25 hours	

Evaluation

1) Evaluating the reform capabilities of teaching modes.

2) Evaluating the application abilities of teaching methods.

3) Evaluating the design capabilities of curriculum.

4) Evaluating the effectiveness of program activities.

Brief Introduction to Teaching Ability

Teaching ability is an essential factor in the success of any educator, especially for dance teachers at higher education institutions. The teaching ability of dance teachers can be classified into 3 core aspects, including teaching mode, teaching method, and course design. In this training material, we will further elaborate on these aspects to help dance teachers improve their teaching ability and better engage their students.

Teaching mode refers to the approach that teachers use to convey knowledge to their students. It includes the teaching style, communication skills, and emotional management. As a dance teacher, you should explore various teaching modes to find the one that aligns with your teaching philosophy. Consider your students' characteristics and their learning preferences to determine which mode would be most effective.

Teaching method refers to the specific techniques and strategies used throughout the learning process to enhance students' understanding of the material. This includes the sequence of teaching, how to allocate time, and how to deliver training based on skills level. As a dance teacher, you must be flexible in choosing teaching methods and adapt to changes in students' understanding.

Course design refers to the development of course structure and content for long-term teaching objectives. It involves setting objectives, outlining the curriculum, selecting materials, planning assessments, and evaluating learning outcomes. By designing a well-structured and thought-out course, students receive a complete educational experience, rather than just learning a series of dance movements.

In conclusion, dance teachers at higher education institutions must continuously improve their teaching ability by enhancing their teaching mode, teaching method and course design. By doing so, you can maximize the learning experience and help your students reach their full potential.

Discussion on Teaching Ability

Discuss the following questions in groups and summarize the opinions of each group below.

1. What aspects are included in teaching abilities, and which one is the most important?

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2. What are the weaknesses that dance teachers often have in terms of teaching abilities?

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3. How to design a complete and effective dance class?

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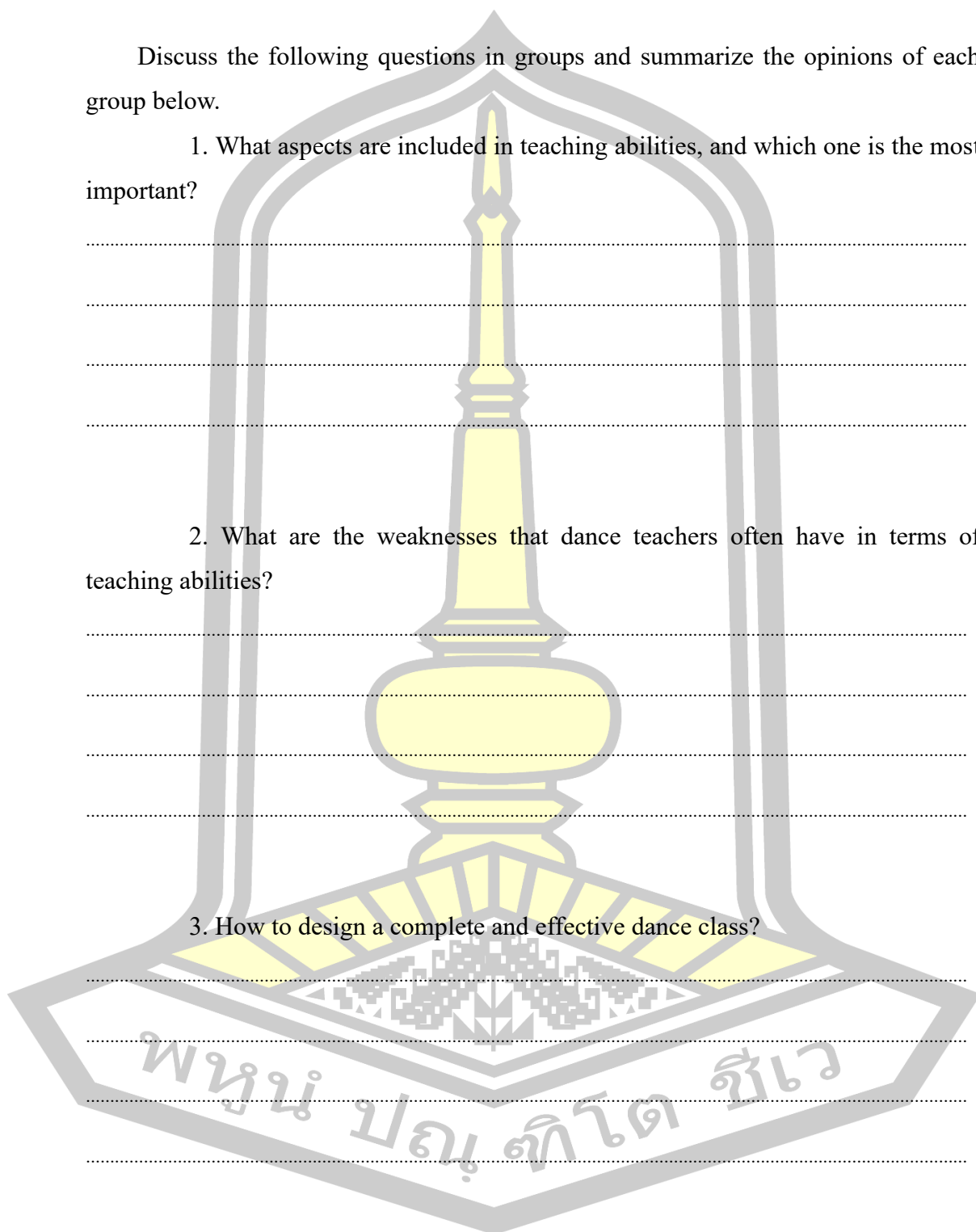
Module 3

Professional skills   26 hours

Principles

Training programs for dance teachers' professional skills should follow 3 basic principles: dance demonstration, dance creation, and activity planning and organization. Firstly, dance teachers should have excellent dance demonstration skills to demonstrate dance movements and guide students' technical training. Secondly, in terms of dance creation, teachers should be able to independently complete dance choreography, including coordinating the music with dance movements and having good creative exploration abilities. Finally, in terms of activity planning and organization, dance teachers should have the ability to plan, organize, and execute various performances, competitions, and cultural activities to improve students' comprehensive skills and innovation abilities. In summary, the above 3 aspects are the basic principles of training for dance teachers' professional skills. They can improve teachers' professional skills and innovative abilities, providing better educational services for students.

Objectives

The training program for dance teachers' professional skills aims to enhance their professional skills, including dance demonstration, dance creation, and activity planning and organization. In terms of dance demonstration, the training aims to improve teachers' dance demonstration skills, helping them demonstrate accurate and standard dance movements and postures for students while guiding them through technical training. With regards to dance creation, the training aims to improve teachers' dance choreography ability, strengthen their dance innovation awareness, and cultivate their dance creation skills to create diverse and rich dance works in different styles. In terms of activity planning and organization, the training aims to improve teachers' ability to plan, organize, execute, and manage events, enabling them to plan, organize, and execute various dance activities, competitions, and performances, etc., to improve students' comprehensive skills and innovation abilities. In summary, through the training program for dance teachers' professional skills, the aim is to improve their professional skills and enhance their innovation abilities.

Content

       1) The significance and importance of organizing learning to improve professional skills.

       2) Understanding the components of professional skills.

       3) Learning the basic content, process, and methods of dance demonstration, dance creation, and activity planning and organization.

Development process

Development Method	Development activities
Learning by Experience: 14 hours	
Self-study (2 hours)	Choose an unfamiliar dance style based on each trainee's personal situation and learn 3 dance segments.
Group discussions (3 hours)	Divide trainees into 3 groups and have them discuss and share their knowledge of dance training combinations based on their personal learning experiences.
Case analysis (3hours)	Divide trainees into 3 groups and have each group analyze the creative aspects of 2 dance works.
Stage performance(6hours)	Organize the synthesis of the created dance pieces through stage practice (including lighting design, costume design, etc.) and organize a performance.
Learning by Others: 4 hours	
Online training (2 hours)	Organize an online training on dance choreography.
Teaching and Guidance (2 hours)	Organize teaching and guidance on Chinese ethnic and folk dances.
Learning by Courses: 2 hours	
On-the-job training (2 hours)	Hold a lecture on "Stage Lighting Design in Dance".
Total: 20 hours	

Evaluation

1) Evaluating dance demonstration abilities.

2) Evaluating dance creation abilities.

3) Evaluating activity planning and organization abilities.

4) Evaluating the effectiveness of program activities.

Brief Introduction to Professional skills

Professional skills are essential for any higher education dance teacher who aims to deliver the best possible learning experience for their students. The professional skills of dance teachers can be divided into 3 main areas: dance demonstration skills, dance choreography skills, and event planning and organizing skills. In this training material, we will explore these aspects in detail, providing practical advice aimed at enhancing teachers' performance and professional ability.

Dance demonstration skill refers to the teacher's ability to accurately and skillfully perform different dance styles. Being an effective dance professional requires consistently maintaining high performance standards to demonstrate proper posture, technique, and muscle memory. As a teacher, it is crucial to practice and develop your performance skills to effectively connect with students and inspire them to reach their full potential.

Dance choreography skill refers to the teacher's ability to create original dance routines. Choreography is a critical component of dance education, requiring a deep understanding of dance movement and rhythm. As a dance teacher, you should be confident in your choreography skills, experimenting with various styles, music preferences, and using feedback and evaluations given by professionals to refine your routines.

Event planning and organizing skill relates to the teacher's ability to coordinate and organize dance-related events, such as dance workshops, recitals, and performances. Succeeding in this aspect requires paying close attention to every detail, including cost analysis, time management, venue selection, performance arrangement, among other aspects. As a dance teacher, you should develop your event planning and organizing skills by mastering program management and team communication skills.

In conclusion, as a passionate higher education dance teacher, mastering the professional skills of dance demonstration, dance choreography, and event planning and organizing can help you deliver an outstanding educational experience for your students. By continuously improving your professional skills, you can provide students with a deeper understanding of dance and inspire them to realize their full potential as successful and celebrated artists.

Discussion on Professional Skills

Discuss the following questions in groups and summarize the opinions of each group below.

1. What aspects are included in professional skills, and which one is the most important?

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2. What is the relationship between dance creation and dance teaching?

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3. How important is stage performance in dance teaching?

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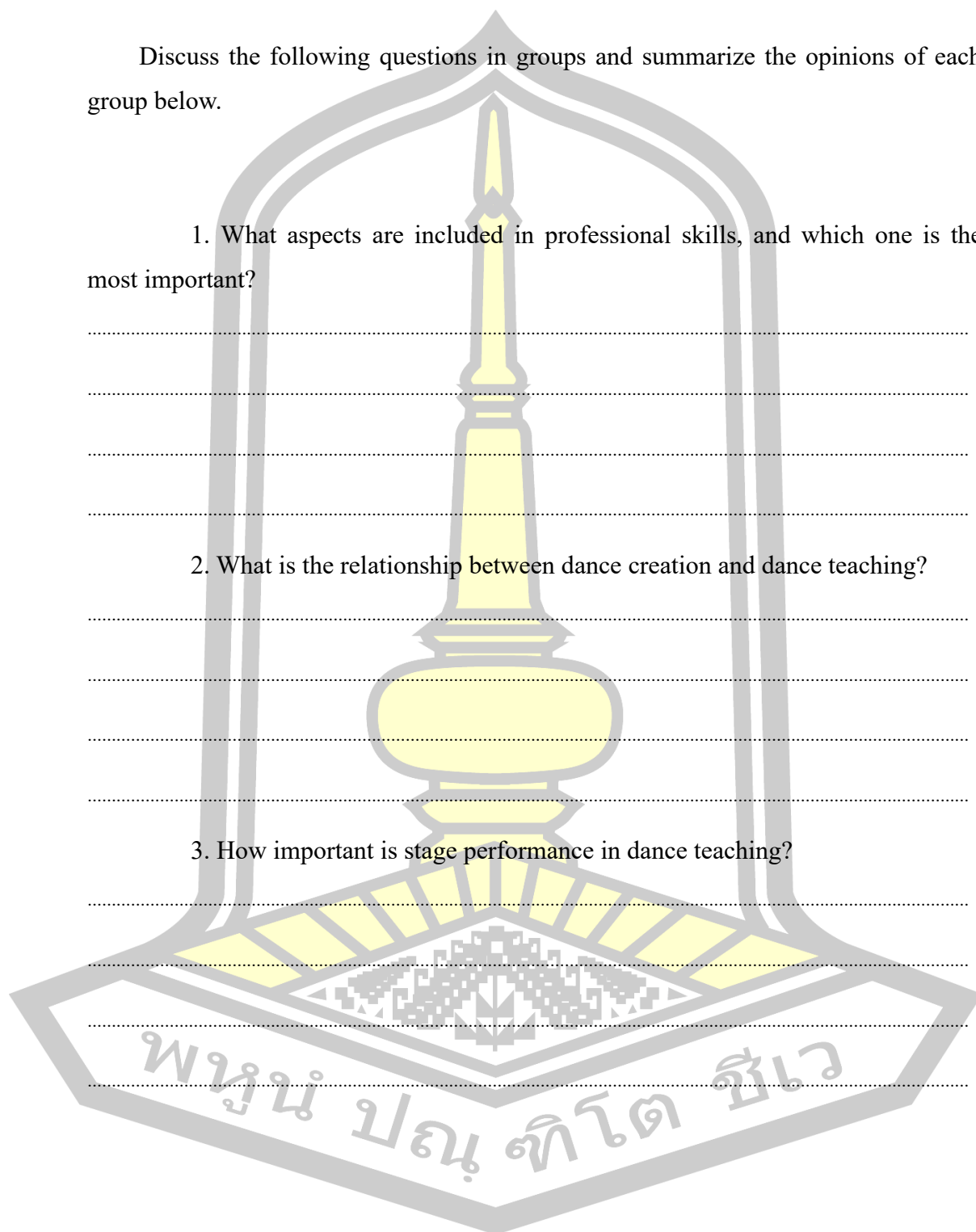
Module 4

Research ability   29 hours

Principles

Training programs for dance teachers' research skills should follow 3 basic principles. Firstly, in terms of literature retrieval, the training should assist teachers in learning how to obtain and screen relevant academic literature, and master the use of literature management tools to improve efficiency in literature retrieval. Secondly, in terms of data collection and analysis, the training should guide teachers to master fundamental skills in data collection and organization, and provide effective reference for teaching practice through data analysis and interpretation. Finally, in terms of paper writing and publishing, the training should introduce the basic structure and writing tips of academic papers, and help teachers to master writing skills and paper writing methods, while also sorting out the publication directions of relevant academic journals to improve the quantity and quality of teachers' paper publications. In summary, the above 3 aspects are the basic principles of training for dance teachers' research skills, which can improve teachers' research level and enhance innovative abilities in teaching practice.

Objectives

The training program for dance teachers' research skills aims to help teachers acquire relevant research skills, achieve the following 3 objectives. Firstly, in terms of literature retrieval, the training aims to familiarize teachers with academic retrieval tools and enable them to quickly and accurately search various literature related to their research direction, and provide expertise in screening and management. Secondly, in terms of data collection and analysis, the training aims to enable teachers to carry out basic data work, effectively collect and organize relevant dance-related data, and conduct analysis and interpretation, to provide scientific support and basis for teaching practices. Finally, in terms of paper writing and publishing, the training aims to enable teachers to write systematic and well-organized papers, master the skill of making scientific charts, and publish high-quality papers that meet the standard requirements of international journals. In summary, through the training program for dance teachers' research skills, it is possible to improve teachers'

research level and writing skills, promote the development of dance education disciplines and innovate teaching practices, better meeting the needs of dance education.

Content

1) The significance and importance of organizing learning to improve research skills.

2) Understanding the components of research skills.

3) Learning the basic process, requirements, and methods of literature retrieval, data collection and analysis, paper writing and publishing.

Development process

Development Method	Development activities
Learning by Experience: 21 hours	
Self-study (6 hours)	Based on their experience publishing papers, organize the publication directions and writing requirements of relevant journals, visit at least 3 literature databases, and familiarize themselves with search methods.
Group discussions (9 hours)	Divide trainees into 3 groups and have them discuss and share their content based on what each trainee has organized.
Case analysis (6 hours)	Divide trainees into 3 groups and have each group analyze 2 dance-related dance papers.
Learning by Others: 6 hours	
Online training (3 hours)	Organize an online training on research paper writing methods, standards, and requirements.
Teaching and Guidance (3 hours)	Organize experts to provide guidance on papers that trainees have already published or are currently writing.
Learning by Courses: 3 hours	
On-the-job training (3 hours)	Organize a lecture on "How to Transform Teaching Achievements into Scientific Research Achievements".
Total: 30 hours	

Evaluation

1) Evaluating the ability to search for literature.

2) Evaluating data collection and analysis abilities.

3) Evaluating paper writing and publishing abilities.

4) Evaluating the effectiveness of program activities.

Brief Introduction to Research ability

Research ability is essential for higher education dance teachers who aim to provide their students with the latest and most accurate information. It can be broken down into 3 core aspects: literature search, data organization and analysis, and thesis writing and publishing. In this training material, we will provide practical advice aimed at enhancing teachers' research ability and providing them with new research approaches and skills.

Literature search refers to the teacher's ability to search for relevant literature efficiently and effectively. As a dance teacher, it is essential to stay updated with the latest research developments in order to provide your students with accurate and relevant information. To do this, you must develop your literature search skills and use various search engines and databases, such as Google Scholar and PubMed, to find the most useful and credible sources available.

Data organization and analysis skill focuses on the teacher's ability to collect, organize and analyze research data. Data analysis requires a deep understanding of statistical methods and software like SPSS or R. Knowing how to handle data and analyze results accurately ensures that your research is objective and trustworthy. You should consider using program management software or digital tools to help organize your research data and streamline the data analysis process.

Thesis writing and publishing refer to the teacher's ability to write a well-structured academic paper and publish it in a reputable academic journal. To do this, you need to ensure that your research follows the proper academic standards and is original. Make sure you follow the guidelines set out by your university or academic journal when writing your paper. You should also attend workshops, seek feedback from other academics, and collaborate with others in your field to enhance the quality of your research work.

In conclusion, mastering the research skills of literature search, data organization and analysis, and thesis writing and publishing is essential for higher

education dance teachers aiming to provide their students with accurate and credible information. By developing these research skills, you can become a better teacher and your students will benefit from your newly gained knowledge, thereby improving the overall quality of dance education.
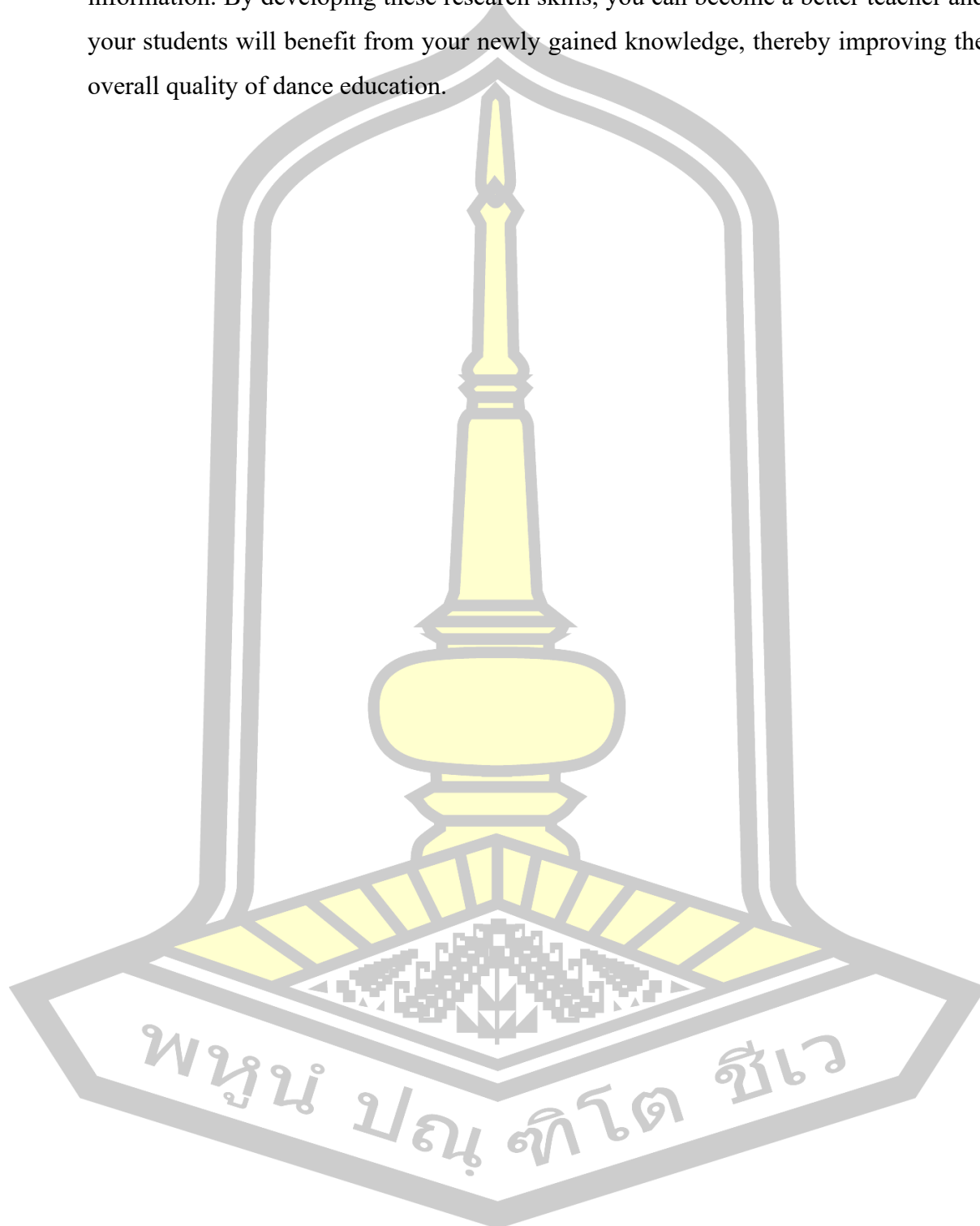
Discussion on Research Abilities

Discuss the following questions in groups and summarize the opinions of each group below.

1. Is research ability important for dance teachers, and why?

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2. What are the main challenges that dance teachers face in terms of research abilities?

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3. How can statistical theory help with dance research?

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APPENDIX E   Official Letters
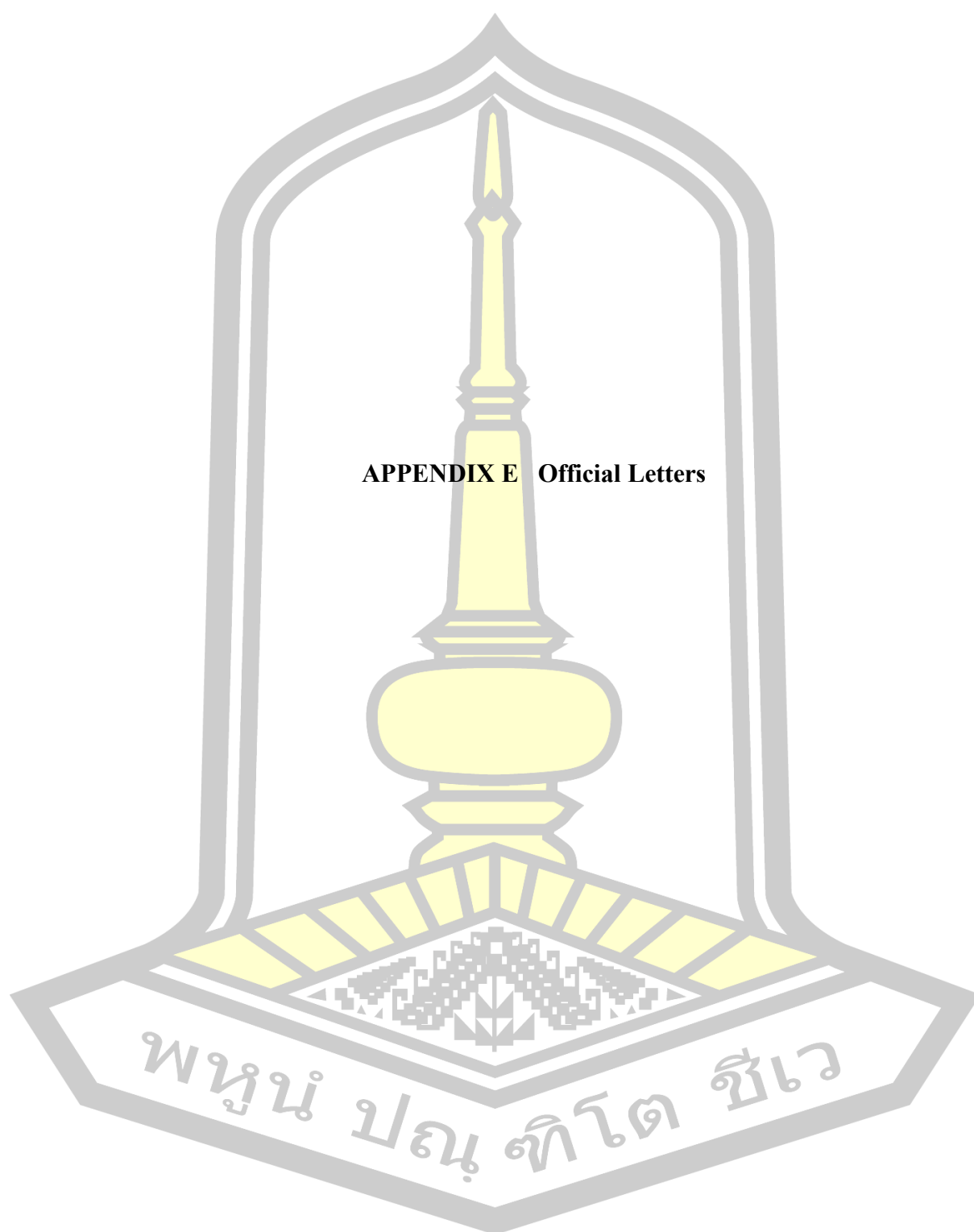
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MAHASARAKHAM UNIVERSITY

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44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/CL5110

Date: November 2, 2023

To: **Whom It May Concern**
Zhengzhou SIAS University,
Zhengzhou City, Henan Province, China

Subject: **Data Collection Permission Request**

Our student, **Mr. Ma Bin**, student number **64010561026**, majoring in the **Ed.D. Educational Administration and Development Program** is currently undertaking a research project titled **" Program to Enhance Dance Teachers' Competency In Dance Department, Zhengzhou SIAS University "** under the guidance of Asst. Prof. Thatchai Chittranun.

To ensure this project's success and quality, we seek your permission to allow our students to process data collection within your institution.

The details of the data collection are as follows:
Thesis title: **Program to Enhance Dance Teachers' Competency In Dance Department, Zhengzhou SIAS University**
The period of data collection: **November 2023 to December 2023**

We believe that your institution provides a valuable environment and resources that are essential for the successful execution of this research. The data collection process will be carried out diligently and with the utmost respect for your institution's policies and procedures. We acknowledge that the student has made the necessary preparations, including obtaining the Thesis title approval from our institution.

Should you require further information or clarification regarding this permission, please feel free to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

79/2 Muang, Maha Sarakham,
44000, THAILAND
Tel/fax +66 43 713 174
Email: cia.edu@msu.ac.th

Center for International Affairs

MHERSI No. 0605.5 (2)/CL41

Date: January 3, 2024

To:
Prof. Duan Xu
College of Music,
Zhengzhou Sias University

Subject:
Thesis Reviewer Invitation

Our student, **Mr. Ma Bin**, student ID **64010561026** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled **" Program to Enhance Dance Teachers' Competency In Dance Department, Zhengzhou SIAS University "** under the guidance of Asst. Prof. Thatchai Chittranun.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to formally invite you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

FACULTY OF EDUCATION
MAHASARAKHAM UNIVERSITY

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL41

Date: January 3, 2024

To:

Prof. Lang Xiaoming
College of Music,
Zhengzhou Sias University

Subject:
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Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL41   Date: January 3, 2024

To:
Prof. Wei Ran
Opera Department of College of Music ,
Zhengzhou Sias University

Subject:
Thesis Reviewer Invitation

Our student, **Mr. Ma Bin**, ID **64010561026** majoring in the **Ed.D. Educational Administration and Development** program is currently undertaking a research project titled " **Program to Enhance Dance Teachers' Competency In Dance Department, Zhengzhou SIAS University** " under the guidance of Asst. Prof. Thatchai Chittranun.

To ensure the successful execution and the highest quality of this research project, we are seeking your valuable expertise and experience. Therefore, I am delighted to formally invite you to serve as a reviewer for the research instrument designed for this thesis project.

Your participation in this academic endeavor is highly valued and appreciated. Should you require any further information or have questions regarding this invitation, please do not hesitate to email us.

Yours sincerely,

Assoc. Prof. Chowwalit Chookhampaeng
Dean, Faculty of Education,
Mahasarakham University

Education is GROWTH

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MHERSI No. 0605.5 (2)/CL41   Date: January 3, 2024

To:
Prof. Li Fang
College of Music and Dance,
He Nan University

Subject:
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Center for International Affairs

MHERSI No. 0605.5 (2)/CL41

Date: January 3, 2024

To:
Prof. Wang Songyang
College of Music and Dance,
Nanyang Normal University

Subject:
Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL41 | Date: January 3, 2024

To:
Assoc. Prof. Zhu Jingwen
Dance Department of College of Music,
Zhengzhou Sias University

Subject:
Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL41

Date: January 3, 2024

To:
Assoc. Prof. Tong Wei
Dance Department of College of Music ,
Zhengzhou Sias University

Subject:
Thesis Reviewer Invitation

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Center for International Affairs

MHERSI No. 0605.5 (2)/CL41

Date: January 3, 2024

To:

Assoc. Prof. **Yue Changqi**
Dance Department of College of Music ,
Zhengzhou Sias University

Subject:
Thesis Reviewer Invitation

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Mahasarakham University

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MAHASARAKHAM UNIVERSITY

Center for International Affairs

MHERSI No. 0605.5 (2)/CL41

Date: January 3, 2024

To:

Assoc.Prof. Dr.Chang Lei

College of Music, Zhengzhou Sias University

Subject:
Thesis Reviewer Invitation

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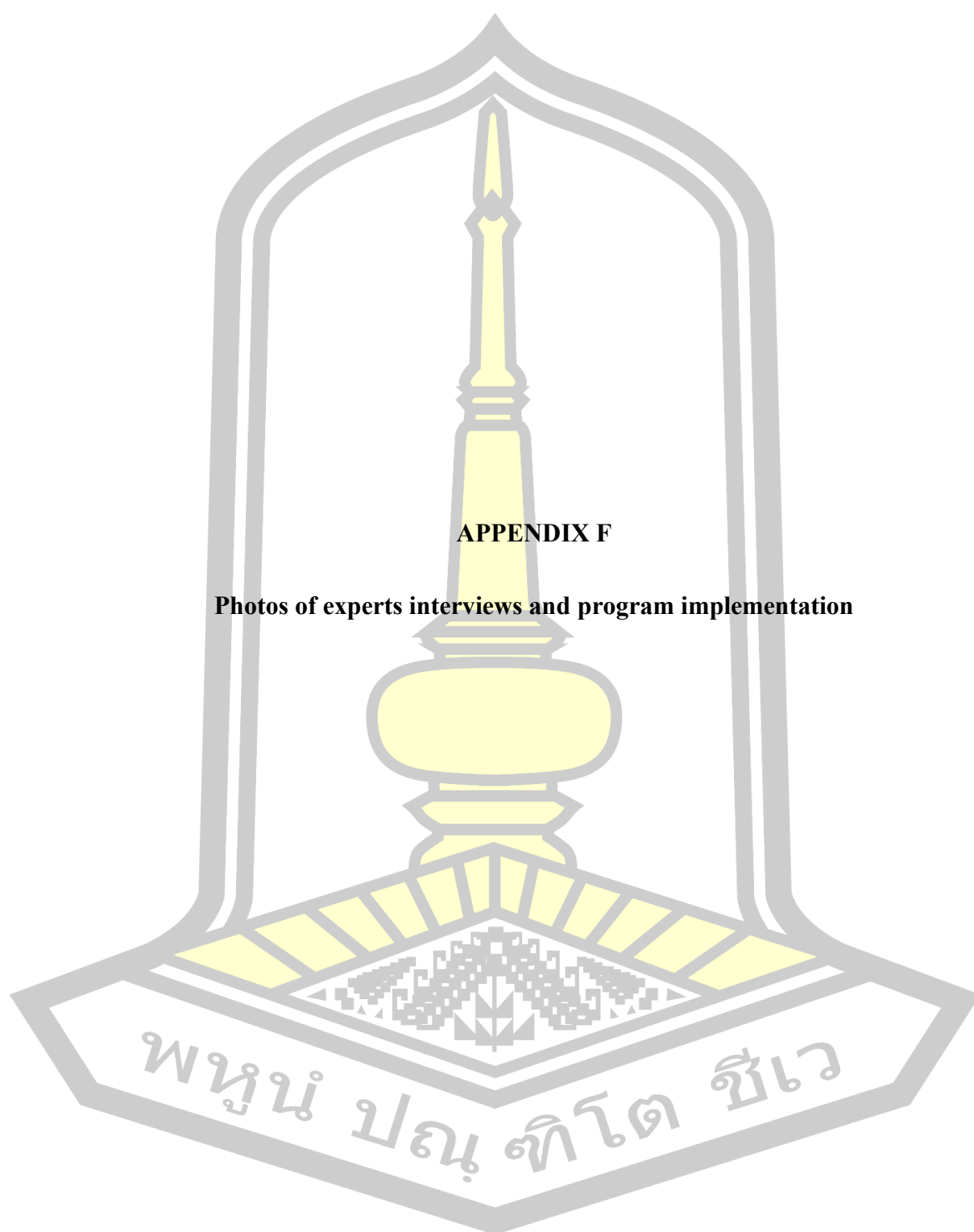
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To:

Assoc.Prof. Dr.Zhao Yan

College of Music, Zhengzhou Sias University

Subject:
Thesis Reviewer Invitation

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Dean, Faculty of Education,
Mahasarakham University

APPENDIX F

Photos of experts interviews and program implementation

Photos of expert interview

Experts Interview 1

Experts Interview 2

Experts Interview 3

Experts Interview 4

Experts Interview 5

Experts Interview 6

Photos of pre-research site visits and surveys

Visiting the Jiao Yulu Memorial Hall to research advanced achievements related to professional ethics

Visiting the museum to research the selection and ideation of dance creation

Visiting the theater to research stage art and lighting design

dissemination of dance education and culture

Photos of the Program Training Opening Ceremony

Mobilization speech by Duan Xu, Dean of the Music College

Photos of teaching and guidance

Duan Xu, Dean of the Music College, gives a lecture on the direction of university teaching reform

Program Manager Ma Bin gives a lecture on the selection and ideation of dance artistic creation

Professor Dilare of Xinjiang Arts Institute conducts teaching and guidance on Uyghur dance

Professor Alfredo Verga from the National Academy of Dance of Rome guides modern dance teaching

Professor Alfredo Verga from the National Academy of Dance of Rome gives a
lecture on dance classroom teaching and dance creation

Duan Xu, Dean of the Music College, introduces the experts from the National
Academy of Dance of Rome

Professor Wang Mei, a famous Chinese choreographer and dance educator, provides teaching and guidance on the development of dance movements

Li Ke, a famous dancer from the China National Ballet, provides teaching and guidance for ballet classroom

Chen Chao, Deputy Director of the Art Education Department of the China National Ballet, provides teaching and guidance on ballet theory

A group photo of the experts from the China National Ballet and faculty and students from the dance department

Photos of online training
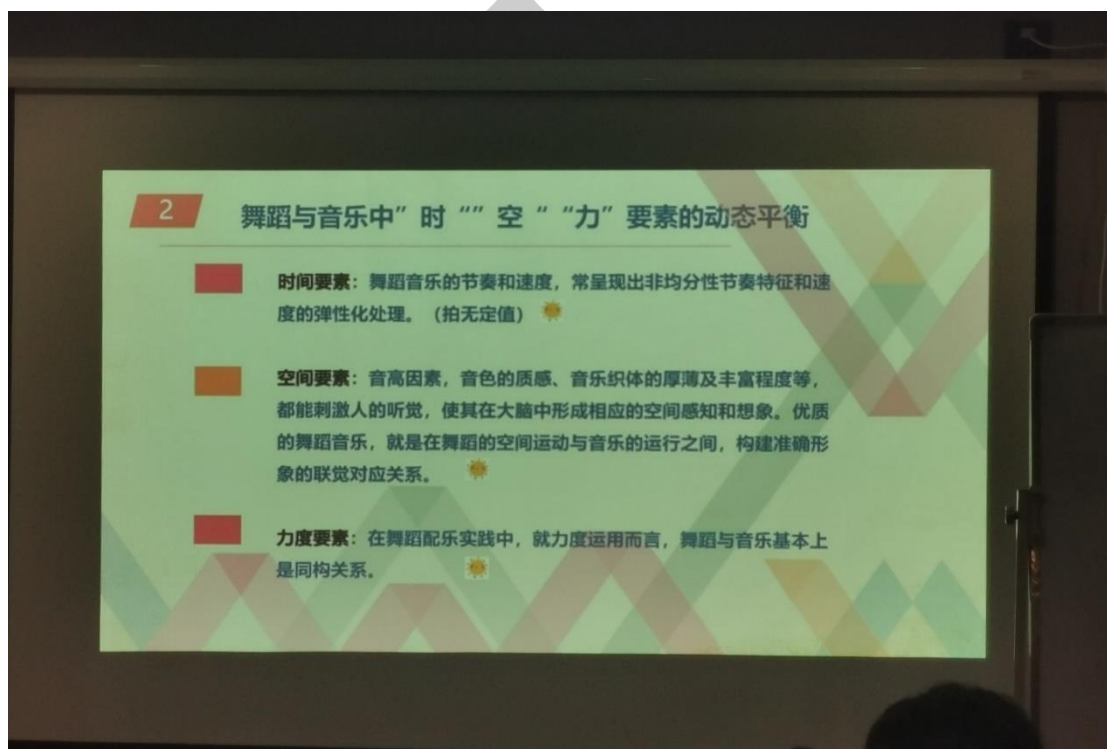
Online training entitled "Choreography Techniques"

Online training entitled "PBL Teaching Method"

Online training on teaching ability entitled "5 Characteristics of Good Questions"
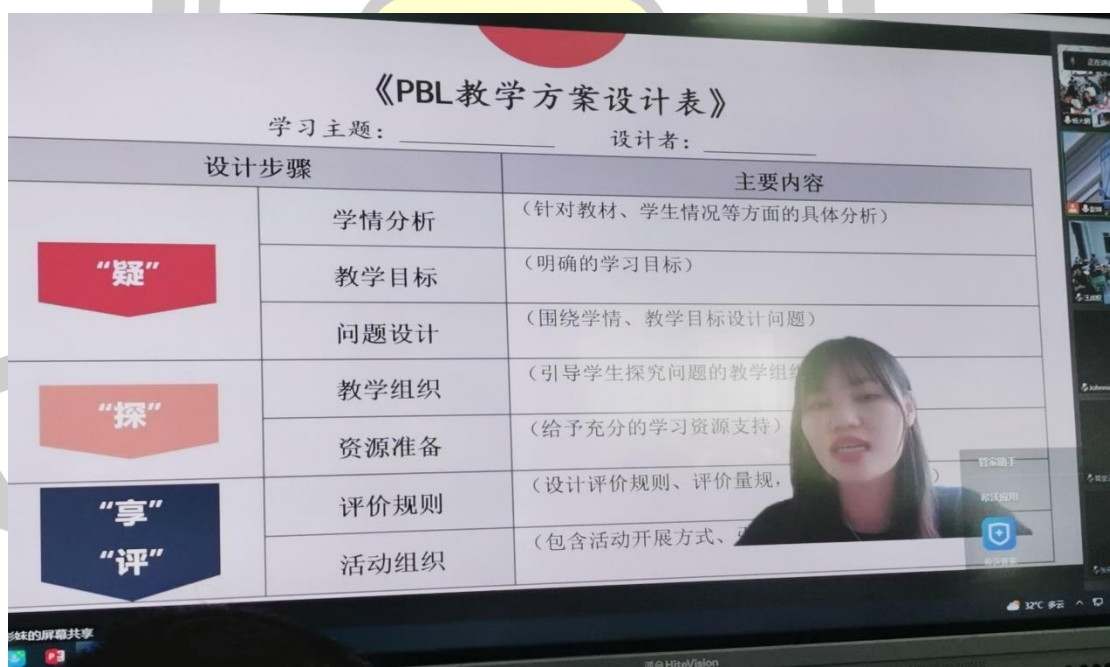
Online training on teaching program design entitled "How to Design a Teaching Plan"

Photos of group discussions

Group Discussion 1

Group Discussion 2

Photos of dance public classes

Speech by Duan Xu, Dean of the Music College, before the dance public class

Associate Professor Zhu Jingwen's public dance class (Shandong Yangge Dance)

Associate Professor Yue Changqi's public dance class (Uyghur Dance)

Lecturer Xu Yanming's public dance class (Modern Dance)

Associate Professor Ma Bin's public dance class (Female Classical Dance)

Associate Professor Ma Bin's public dance class (Male Classical Dance)
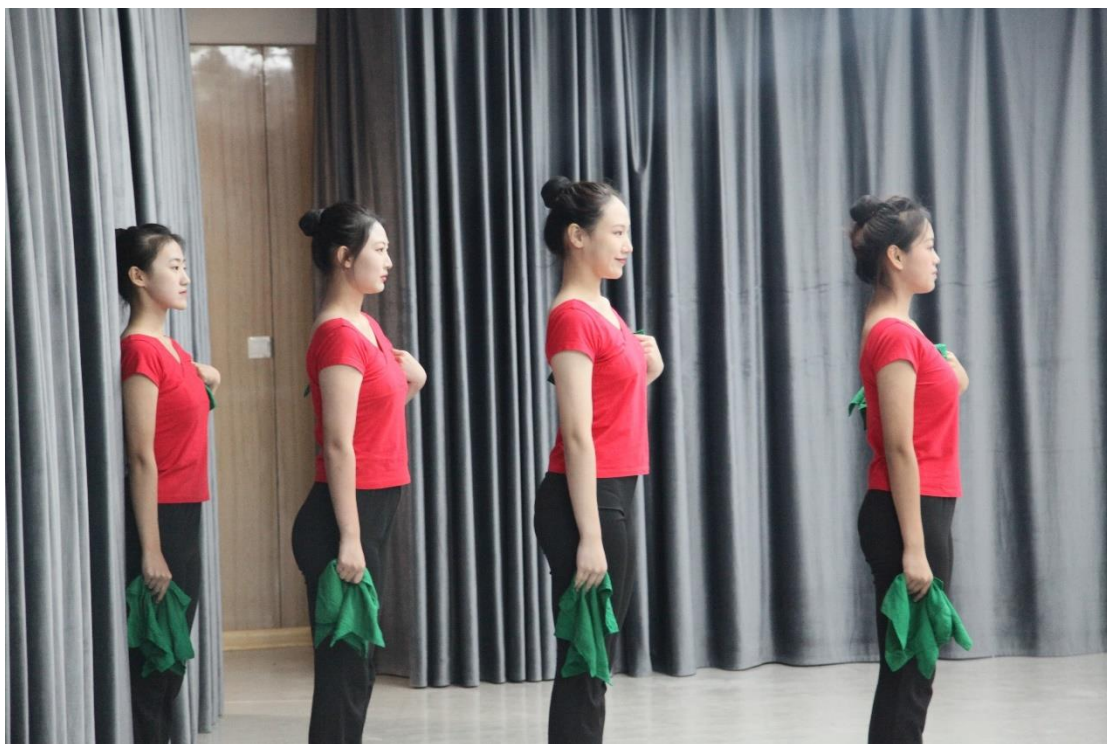
Associate Professor Tong Wei's public dance class (Northeast Yangge Dance)

Group photo after the public classes

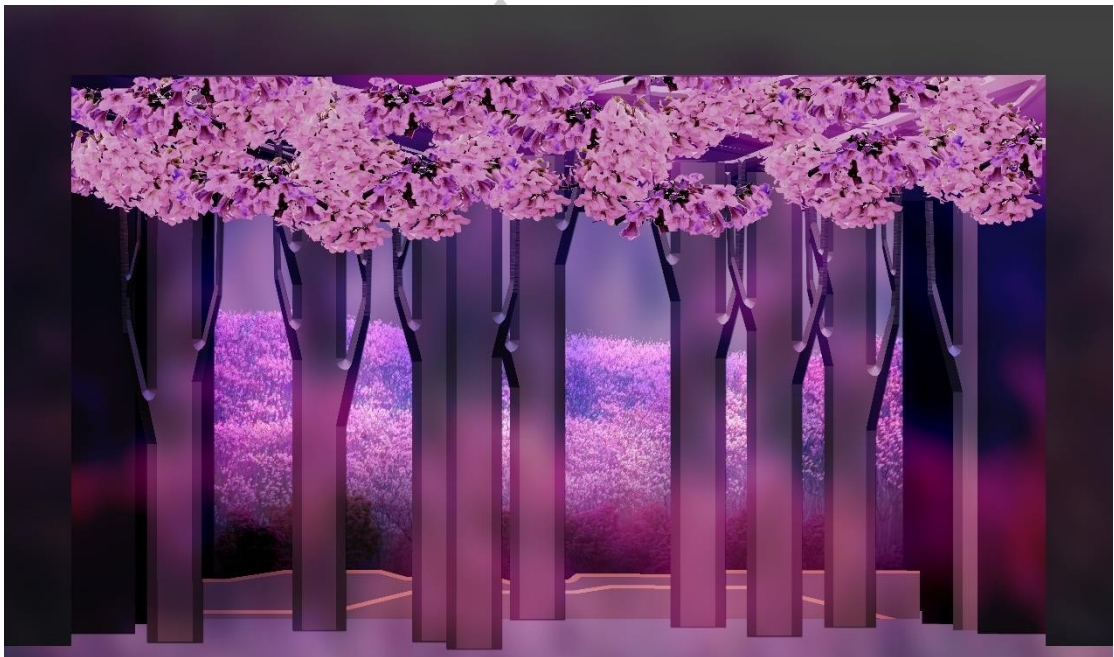**Photos of online webinars**

Online Webinar 1
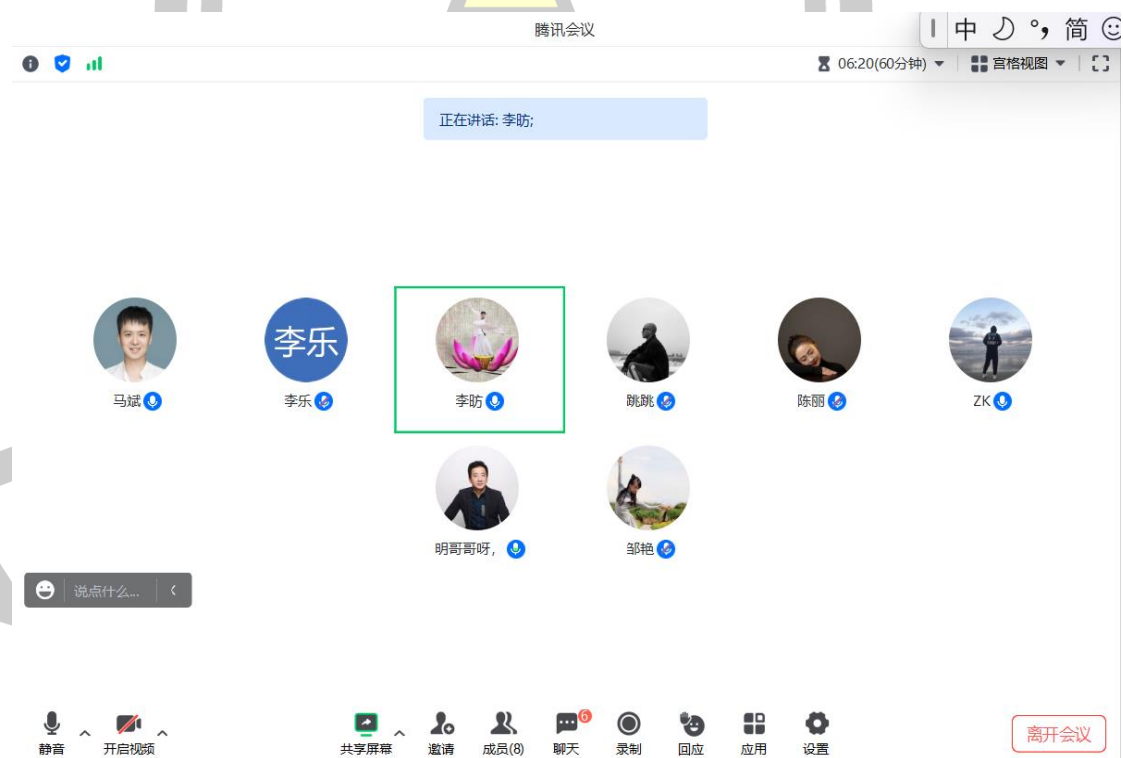
Online Webinar 2

Stage art design renderings

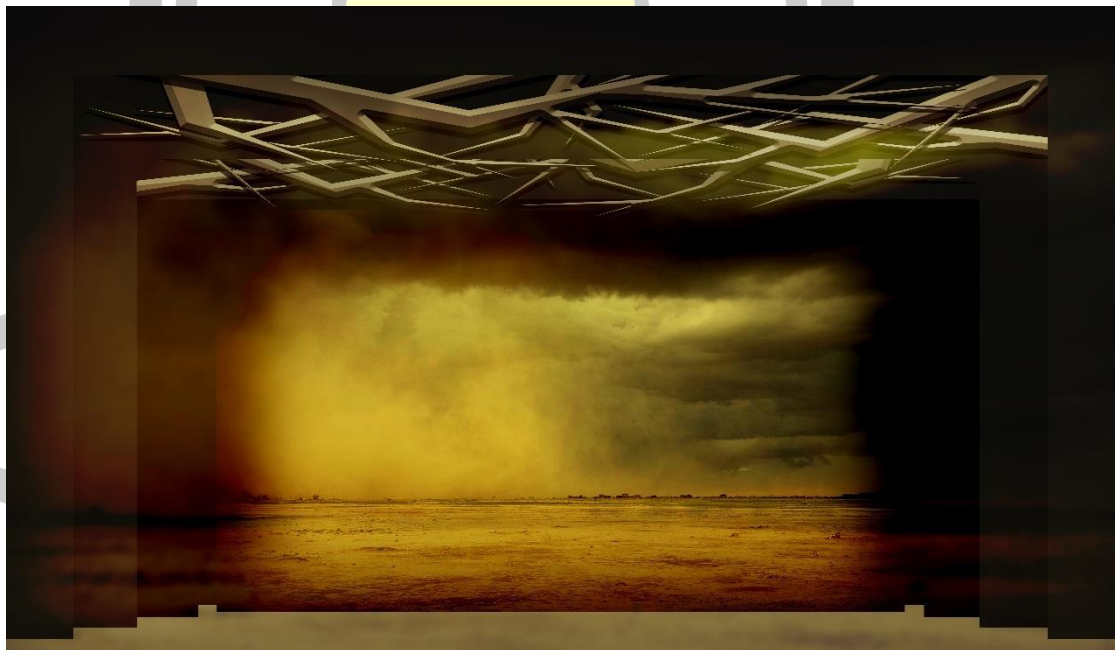Design drawing after discussion between dance and stage art teachers 1
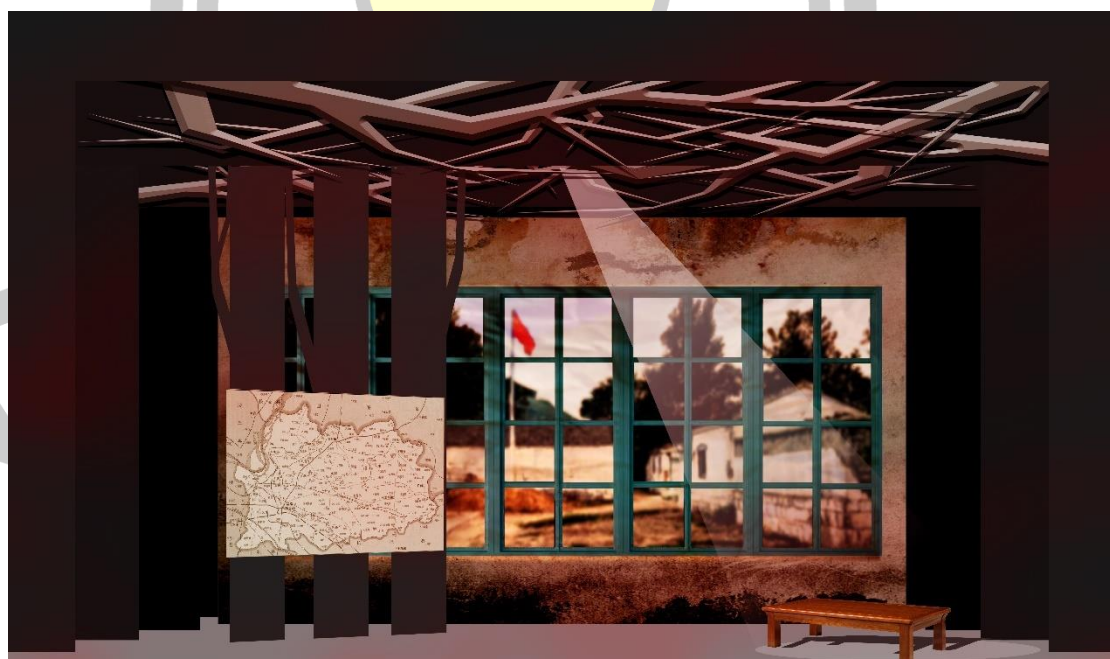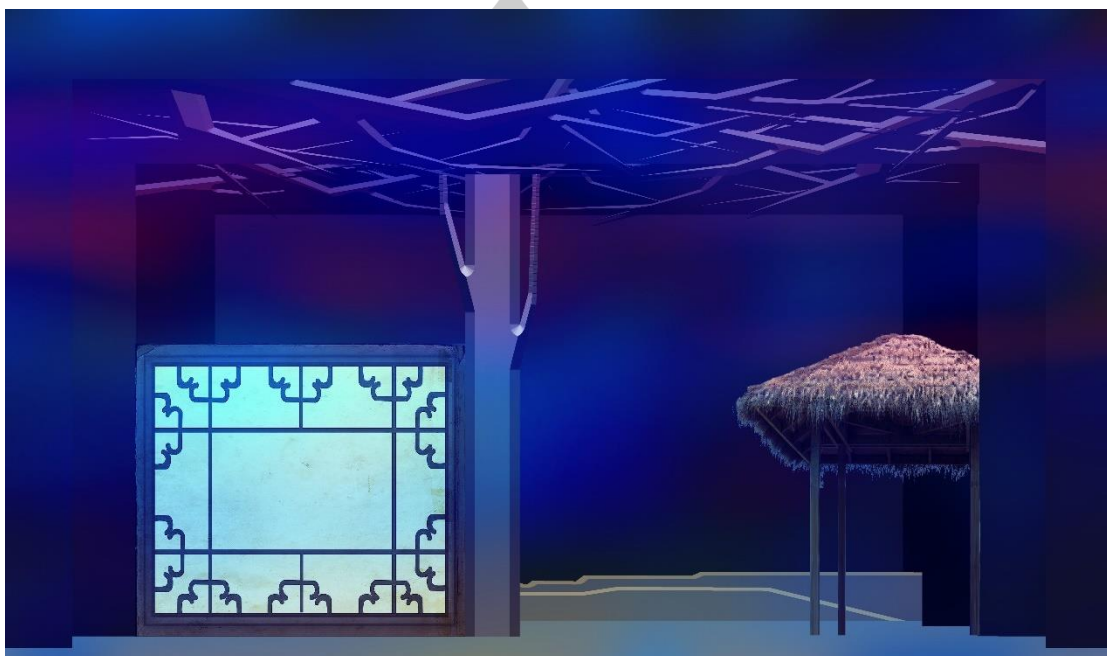

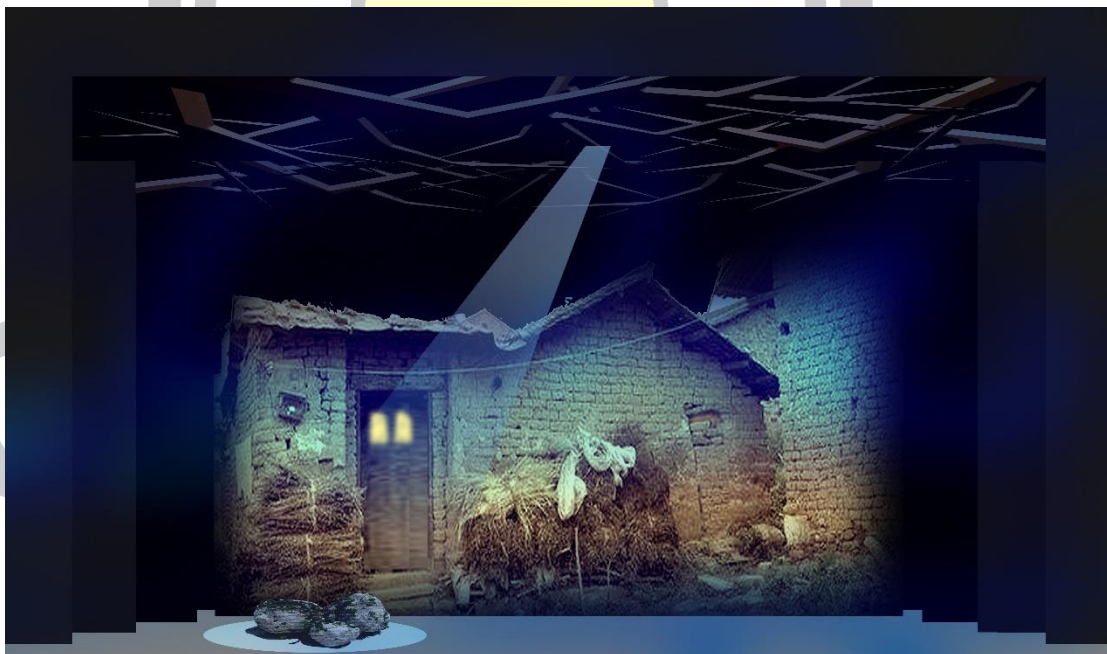Design drawing after discussion between dance and stage art teachers 2

Design drawing after discussion between dance and stage art teachers 3

Design drawing after discussion between dance and stage art teachers 4

Design drawing after discussion between dance and stage art teachers 5

Design drawing after discussion between dance and stage art teachers 6

Dance costume design renderings

Costume design drawing for the original dance "Lotus, Crane, Square Pot"

Costume design drawing for the original dance drama "Jiao Yulu"

Costume design drawing for a solo dance after multiple conversations between the dance teacher and the costume designer

Photos of the closing ceremony performance

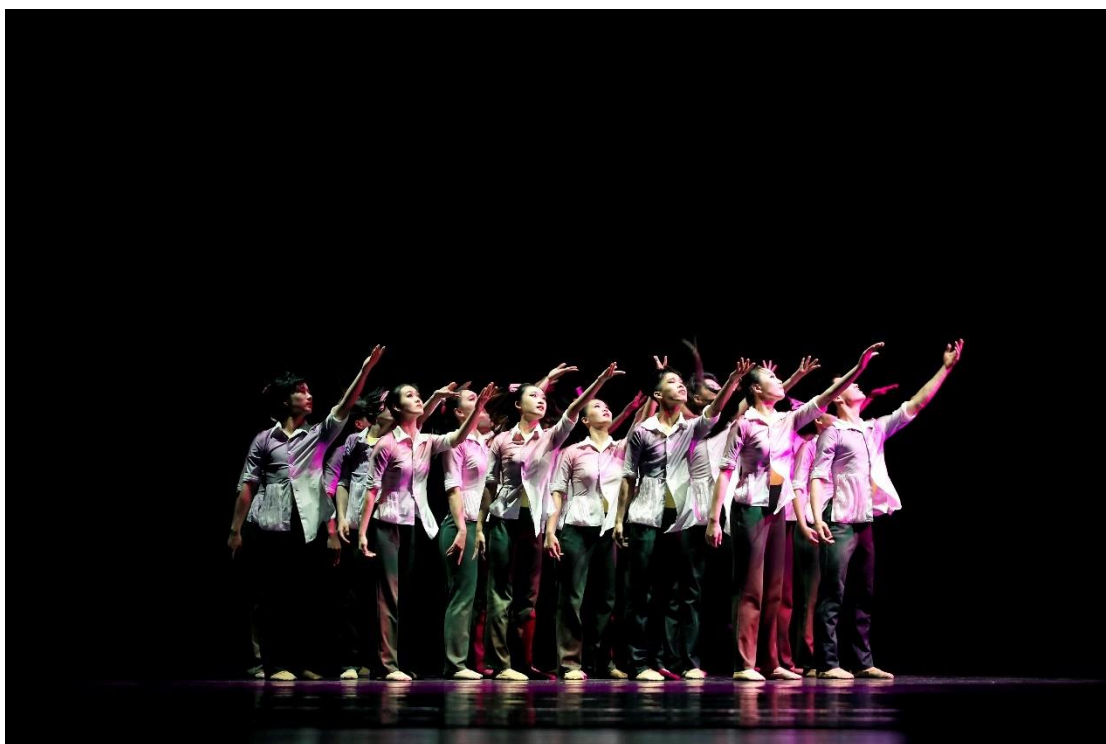Still photos of the original dance "The Hu Teng Dance Figurine"

Still photos of original dance "Lotus, Crane, Square Pot"

Still photos of the original dance "Us"

Still photos of the original dance "The Look of Effort"

Still photos of the original dance "Where the Paulownia Blossoms Bloom"

Still photos of the original dance "Beached Whale"

Display of dance classroom teaching

Group photo

BIOGRAPHY

NAME   Bin Ma

DATE OF BIRTH   December 11, 1985

PLACE OF BIRTH   Wuqi, Shanxi, China

ADDRESS   168 Renmin Road, Xinzheng,
                     Zhengzhou,Henan,China,451100

POSITION   Director of Dance Department/Assoc.Prof.

PLACE OF WORK   Zhengzhou Sias University

EDUCATION   1998 Shendong Elementary School, Daliuta Town,
                     Shenmu County, Shanxi Province, China

                     2003 Dance Performance, Shanxi Art School, China

                     2007 Bachelor of Arts, Dance choreography, College of
                     Arts, Guangdong Ocean University, China

                     2013 Master of Music and Dance, Henan University,
                     China

                     2024 Doctor of Educational Administration and
                     Development, Faculty of Education, Mahasarakham
                     University, Thailand