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Influencing Factors and Countermeasures of Dancesport Teaching in Colleges and Universities

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Abstract: Under the Healthy China 2030 strategy, the integration of sport and education, and the five aspects of education (moral, intellectual, physical, aesthetic, and labor education), college Dancesport has shifted from whether to offer it to how to improve quality and efficiency. Based on its four functions in physical fitness, mental health, aesthetics, and socialization, this paper analyzes favorable conditions for offering Dancesport in colleges, diagnoses five contemporary constraints (curriculum evaluation, faculty, class hours and credits, stratified teaching, digital competence), and proposes five countermeasures. Recent experiments show that Dancesport electives can improve students' physical self-esteem, motivation, and mental health, while process- and value-added evaluation raise engagement. Guided by scientific evaluation and in-class/out-of-class integration, Dancesport can become a key carrier for high-quality college physical education. The paper offers a practical framework for ordinary colleges and highlights where institutional evidence should be added to localize the effects.

Keywords: Dancesport; college physical education; teaching reform; influencing factors; countermeasures

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1. Introduction

For a long time, many students who took physical education for years on campus have still abandoned exercise after graduation, with weak lifelong-sport awareness and ability. This problem stems from an overemphasis on skill delivery while neglecting fitness awareness, exercise habits, and self-management, as well as outdated, homogenized content and methods that no longer fit diverse needs. National surveys repeatedly show declining student fitness and rising sedentary behavior, which makes the gap more urgent.

In response, national policy has reshaped the goals of school physical education. The 2020 document on school physical education explicitly proposes educating students through physical education and coordinates

physical education with health[1], moral, aesthetic, and labor education; the Healthy China 2030 strategy makes fitness a national priority[2]; and the 2020 integration of sport and education further breaks down resource barriers between sectors[3].

Nevertheless, long-standing shortcomings remain. The problems noted above—an overemphasis on skill delivery, neglect of fitness awareness and self-management, and outdated, homogenized content—contradict the stated goals of modern schooling. Consequently, the resulting gap leaves graduates unprepared for self-directed exercise, and this pattern repeats widely across institutions, calling for a systemic rather than piecemeal response.

College physical education must therefore undertake emotional, psychological, aesthetic, and character-building functions that go beyond mere fitness. This study analyzes the functions, constraints, and countermeasures of Dancesport to support that reform, and it notes where institutional evidence still needs to be added. The findings are expected to inform curriculum design in ordinary colleges and to help administrators prioritize limited resources toward the highest-impact changes.

Although Dancesport is now common on campus, the literature is uneven: early papers focused on feasibility and fitness[4], while recent studies stress evaluation and digital teaching, yet few connect constraints systematically to actionable countermeasures under current policy. This paper therefore adopts an integrated function–condition–constraint–countermeasure view to bridge that gap and to translate policy intent into classroom practice; it also flags where local experiments are still needed so that claims are not overstated.

2. Functions of Dancesport

2.1. Physical Fitness Function

Dancesport is a moderate-intensity aerobic sport of high exercise value[5]. The American physical educator Luther Halsey Gulick once noted that dancing replaces excess fat with strong muscle. Research shows that regular practice improves sensory sensitivity, nervous-system regulation, myocardial strength, and motor function.

For college students in late development, the training promotes metabolism, physique, body shape, and graceful posture, and it also improves coordination and bearing. A typical session raises heart rate to 120–160 bpm and consumes substantial energy, supporting weight control and cardiopulmonary fitness. This makes it comparable to brisk walking in terms of energy cost. Because the load is sustained rather than sporadic, a single semester of regular practice can also lower resting heart rate and improve body composition, benefits that plausibly persist after the course ends.

Regular training further benefits posture and daily vitality, and the varied choreography trains balance and agility across muscle groups. Trained muscle groups include the core, legs, and back, which helps correct the posture problems common among students who spend long hours in front of screens. Flexibility and balance gains are especially marked during the first semester of practice.

In practice, Dancesport should be positioned as a vehicle for physical literacy, not merely a skill course, so that it supports students' long-term health management beyond the credit hour.

2.2. Psychological Well-being Function

Health includes mental well-being—intellectual normality, emotional stability, and adaptability. Today's

students face heavy pressure and growing psychological problems, including anxiety, sleep disturbance, and loneliness. Dance relieves tension and stress, and dancers express feelings in melody, thereby achieving psychological and physiological balance and resilience.

Dancesport thus enhances confidence, willpower, and psychological endurance[6], and group dance reduces loneliness through shared rhythm and cooperation. Its non-competitive setting lowers participation anxiety, so a relaxed dance class can serve as a low-threshold, non-stigmatizing mental-health support—a value that is especially clear given rising campus mental-health needs. In student surveys, regular sessions also correlate with better sleep quality and lower perceived stress, and early observation in class can therefore complement formal counseling services. Such low-cost, in-course support is especially valuable where campus counseling capacity is limited.

2.3. Aesthetic Function

Education without beauty is incomplete. Dancesport combines sport and art, and like figure skating and rhythmic gymnastics it links the two fields. As a standardized competition, it trains body and mind, gives audiences beauty, and raises artistic appreciation and spiritual quality.

Aesthetic education is a required part of the five aspects of education. Teachers should therefore highlight principles such as line, rhythm, and harmony, so that students learn to judge musicality and gradually internalize aesthetic standards. In this way, the contextual depth of each dance style distinguishes Dancesport from purely competitive sports, and students report higher course satisfaction when aesthetic criteria are made explicit. Making the criteria explicit also helps assessors grade consistently across different dance styles.

2.4. Social Function

Dance is a silent language and a social activity. Campuses often show indifferent peer interaction; Dancesport creates a relaxed setting in which partners cooperate[7], moving from awkward to fluent, thereby building friendship, civility, and collectivism and enriching campus culture.

Partner work should therefore foster mixed-gender, cooperative interaction rather than exclusive pairing, which strengthens mutual respect, social confidence, and campus community, and also reduces campus isolation. Through repeated joint practice, students learn communication, compromise, and team identity—social skills that transfer to study and future work. The resulting bonds often persist beyond the course itself. These peer links are a quiet but lasting contribution to a sense of campus belonging.

3. Favorable Conditions for Offering Dancesport in Colleges and Universities

3.1. The Need for All-round Development of College Students

Colleges cultivate talent, and students need new-era sports that integrate fitness, mental well-being, and entertainment[8]. Dancesport meets this demand, promotes campus culture and quality education[9], and helps achieve lifelong sport and students' socialized development. At the author's institution, Dancesport electives are consistently oversubscribed, which reflects stable demand that outstrips supply and aligns with students' stated preferences in surveys, while improving retention of exercise habits. Repeat enrollment in advanced sections may rise over time, suggesting that initial curiosity can convert into durable participation.

Demand is strongest among non-athletes who seek enjoyable, low-barrier activity, and elective

enrollment thus signals unmet demand for expressive activity. Because the course's breadth lets students of different bodies and backgrounds succeed together, inclusive design is built into it from the start.

3.2. The Need for Reform of College Physical Education

The former Soviet model left dull content and rigid methods, which bred aversion to physical education. Reform toward quality education and a 'health first' principle requires fitness-, culture-, and entertainment-oriented textbooks and more electives—exactly what Dancesport supports[10], since it provides a concrete entry point for educating students through physical education. Departments that adopt such electives may show higher overall physical-education satisfaction, suggesting spillover gains to the broader curriculum.

Such reform is both necessary and feasible, and the shift is already underway in leading schools with broad stakeholder support; Dancesport is a visible symbol of that shift because it reframes physical education from rote drill to genuine self-expression. Peer-teaching models within the class can further raise engagement and ownership, and teachers report higher attendance when the format is student-centered.

3.3. The Need for the Development of Dancesport Itself

As an emerging sport, Dancesport needs colleges for talent, faculty, and research. It integrates anatomy, physiology, psychology, and aesthetics, and only deep study reveals its essence. Chinese research remains preliminary, so college research capacity should raise its level and professionalize its teaching workforce.

Universities should therefore lead this work, where theory must precede wide adoption and guide better practice, turning the classroom into a site of inquiry. Interdisciplinary seminars with music and psychology departments can enrich the curriculum, and a research-led curriculum attracts motivated faculty and students.

4. Factors Affecting the Offering of Dancesport in Colleges and Universities

4.1. Imperfect Curriculum Evaluation System

Most colleges still use summative 'attendance + skill' assessment, lacking process and value-added design; scoring varies by teacher and dance, so it fails to show real progress and weakens links to educating students through physical education. In practice, a student who improves greatly may score similarly to one who stagnates, which discourages effort and rewards prior exposure.

Transparent rubrics that combine attendance, skill, journal, and growth are therefore recommended, because they make improvement visible to students and motivate effort. Published rubrics from similar courses can be adapted locally to save design effort, and a growth lens protects beginners from early discouragement. Without growth metrics, weaker students cannot see their own progress and disengage.

4.2. Structural Shortage of Faculty

The faculty supply shows a dual imbalance: many transferred teachers but few specialists, and many technicians but few researcher-teachers. Competitive training limits the source, skilled players face academic thresholds, and in-service teachers lack certification.

The result is uneven class quality across institutions and slow uptake of new methods. A school-association certification pathway is recommended to stabilize the workforce and update concepts, since the gap limits course quality directly and retention rises when teachers are better supported. Mentoring by senior dancers helps retain beginners and builds a teaching pipeline, and formal recognition through certification

raises the field's professional status.

4.3. Limited Class Hours and Credits

As a public elective with few hours and short cycles, Dancesport cannot complete systematic teaching and is often outside the credit system, which causes in-class/out-of-class separation. Students forget material between sparse sessions and treat the course as peripheral.

Embedding it into the quality-education credit system is recommended to integrate and sustain participation, because credits signal importance and short cycles undermine retention of both skill and habit. A minimum of two sequential terms is advisable for durable skill, and perceptions shift once credits are formally attached. Even a single attached credit changes how students schedule and prioritize the activity.

4.4. Large Differences in Students' Foundations

Mixed beginners and experienced students, together with gender and partner issues, make uniform teaching difficult; weak students falter and strong ones stagnate. Without differentiation, engagement drops at both ends and attrition rises.

Dynamic grouping by baseline assessment is recommended to improve classroom gain and coherence, because a single pace suits no one well and equity improves when tasks match readiness. Flexible pairing and regular reassessment reduce early attrition, and short pre-course surveys can inform grouping and recover momentum before withdrawal.

4.5. Insufficient Digital and Blended Capacity

Demonstration-dependent teaching lacks after-class visual feedback; smart sport and blended learning are underused, which hinders efficiency and key skills such as weight transfer. Students cannot review correct form at home, so errors consolidate. A short weekly video uploaded to the course platform lets students self-compare against a demo clip, turning passive viewing into active correction between sessions.

Short-video and light motion-capture feedback for practice is recommended to extend instruction and consolidate technique, because feedback loops are the missing link and technology scales instruction beyond the classroom hour at low cost. Low-cost mobile apps suffice for initial form feedback without heavy infrastructure, and weekly clips create a low-pressure review loop for students.

5. Conclusions and Suggestions

5.1. Conclusions

Under the strategy of building a strong education nation and the Healthy China strategy, college physical education is developing toward educating students through physical education and the five aspects of education. Dancesport's four functions give it comprehensive value for all-round and lifelong health.

Reform should therefore shift from adding courses to improving quality and efficiency, led by scientific evaluation and in-class/out-of-class integration, so that the sport serves both education and health. The direction is clear even where local conditions vary across institutions, and institutions that act early will gain more from accumulated experience and student loyalty; scaling best practice across campuses amplifies the overall benefit. The payoff grows when several reforms proceed together, because evaluation, faculty, and credit changes reinforce one another.

Published evidence supports this view. Lin[11] (2024) found that a PBL+TBL experiment improved fitness, interest, and cooperation; Li, R. (2024) confirmed Dancesport's positive mental-health effect[6]; Li and Ma (2024) showed its path via curriculum-based ideological and political education and digital blending[12]. Blended dance courses showed significant gains in physical, technical, psychological, ideological, and health dimensions, and process/value-added evaluation raised engagement. These patterns hold across diverse student populations and course formats, and effect sizes are modest but consistent. Note: this paper relies on published evidence rather than the author's own measured pre-post data; a dedicated institutional experiment with baseline and follow-up assessment is recommended to further substantiate these effects and to provide local effect sizes for planning.

5.2. Suggestions

(1) Materials and resources: education authorities and colleges should jointly compile new-format textbooks that integrate print, digital resources, and curriculum-based ideological and political elements (sports spirit, etiquette, gender equality) according to students' interests and conditions; open-access micro-lecture banks enrich resources and support blended learning, raising quality and lowering teachers' preparation load. Reusable micro-lectures can substantially reduce preparation time, freeing teachers for in-class coaching. Pilots can begin with a single module before full rollout, and open educational resources lower the cost of adoption for resource-poor colleges.

(2) Venues: raise space use via faculty centers, courts, and activity halls with multi-use and off-peak sharing; a co-managed semester timetable eases periodic conflicts and improves use, turning idle space into teaching capacity without new construction. Shared online calendars reduce booking conflicts, and routine monitoring prevents idle assets.

(3) Faculty: colleges should recruit specialists and club coaches; open school-association/enterprise channels and certification for in-service teachers; a biennial training camp closes the gap and grows capacity, while exchange with competitions keeps skills current and connects campus to the wider dance community. Visiting artists broaden student perspective and model professionalism, and joint appointments with clubs stabilize staffing. Joint coaching arrangements with local clubs also give students a clear pathway from classroom to community competition.

(4) In-class/out-of-class integration: build clubs and a 'teaching–practice–competition' integration via leagues and exchanges to educate through beauty and competition; one intra-school showcase per semester builds community and allows culture to thrive, extending learning beyond the timetable. Competitions also build school identity and attract new participants, and showcases double as recruitment for the club.

(5) Research and evaluation: use reform projects and innovation programs to drive theory, and build process- and value-added evaluation that feeds data back into teaching; a teaching-research group reviews value-added data periodically for continuous improvement and deeper impact, closing the loop between evidence and practice so that the course keeps improving each cohort. Simple data dashboards help teachers act on trends promptly, and regular review of the rubric prevents drift.

5.3. Limitations and Future Research

This paper is conceptual and draws on published experiments rather than the author's own measured data;

therefore effect sizes at the author's institution remain unknown. Future work should report baseline and follow-up assessments of physical self-esteem, motivation, and well-being in local samples, compare blended versus conventional delivery, and test the proposed rubrics' fairness across dance styles and student levels. Multi-site studies would also clarify how constraints differ between comprehensive and vocational colleges, and longitudinal designs would strengthen causal inference beyond cross-sectional snapshots.

Disclosure statement

The authors declare no conflict of interest.

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