



## Application of the Four-Side Drum Dance Curriculum in the Preschool Education Major at Tongren University

Chen Huang<sup>1</sup> and Sureerat Chinpong<sup>2</sup>

Faculty of Fine Arts, Srinakharinwirot University, Thailand

<sup>1</sup>E-mail: 505817087@qq.com, ORCID ID: <https://orcid.org/0009-0002-0344-0186>

<sup>2</sup>E-mail: sureeratc@g.swu.ac.th, ORCID ID: <https://orcid.org/0009-0005-6454-0465>

Received 06/03/2025

Revised 27/03/2025

Accepted 30/04/2025

### Abstract

**Background and Aim:** With the rapid development of modernization, traditional art forms such as the "Four-side Drum Dance" are facing a crisis of inheritance, with younger generations showing decreasing awareness and participation. This study aims to explore methods of integrating the Four-side Drum Dance, a non-material cultural heritage, into the curriculum of the Preschool Education major at Tongren University, and to evaluate its impact on students' dance skills and understanding of traditional culture. The study uses the ADDIE model and Tyler's theory to design and implement the curriculum, aiming to provide a practical example of integrating cultural heritage education and to guide curriculum reform in the Preschool Education major.

**Materials and Methods:** This study employs a combination of quantitative and qualitative research methods, designing the curriculum based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and implementing it among Preschool Education major students at Tongren University. Data was collected before and after the curriculum implementation through various methods, including questionnaires, interviews, observations, and work analysis. This article uses SPSS software for statistical analysis, calculating indicators such as mean and standard deviation. Quantitatively evaluate students' satisfaction with the course, the richness of the course, the flexibility of teaching methods, and the improvement of dance skills.

**Results:** The study results show that students' satisfaction with the Four-side Drum Dance course significantly increased, and they made significant improvements in aspects such as the standardization of dance movements, sense of rhythm, and expressiveness. Additionally, students gained a deeper understanding of the traditional culture embodied in the Four-side Drum Dance, with an enhanced sense of cultural identity.

**Conclusion:** The application of the Four-side Drum Dance course in the Preschool Education major at Tongren University effectively improved students' dance skills and cultural understanding abilities. The course provides a new approach for the inheritance and promotion of intangible cultural heritage while offering valuable experience and reference for curriculum reform in the Preschool Education major.

**Keywords:** Four-Side Drum Dance; Preschool Education; ADDIE Model; Tyler Theory

### Introduction

Chinese culture, as the cornerstone of Chinese civilization, is a unique system that integrates various local and ethnic cultures. It encompasses a variety of expressions, including traditional dance, calligraphy, embroidery, and philosophical thoughts, and is divided into tangible and intangible cultural heritage. Intangible cultural heritage, due to its reliance on oral transmission and practical inheritance, faces the risk of being lost. Therefore, China and UNESCO have established relevant policies to protect intangible cultural heritage. In 2003, UNESCO adopted the Convention for the Safeguarding of the Intangible Cultural Heritage, emphasizing its important role in promoting cultural diversity and social cohesion. China also issued policies in 2021 to integrate intangible cultural heritage into national education, specifying the implementation methods of art courses and including ethnic culture.

Guizhou Province is one of the regions in China with a rich distribution of intangible cultural heritage, and Tongren City is a typical representative of the cultural diversity in Guizhou, inhabited by multiple ethnic minorities, among which the "Four-side Drum Dance" is an important local intangible cultural heritage. This dance originated from the Miao and Dong ethnic groups in Guizhou and is a traditional folk art form that integrates artistic expression, cultural inheritance, and community cohesion. However, with the acceleration of the modernization process, the traditional art form of Four-side Drum Dance is facing a crisis of inheritance. The younger generation's awareness and participation in this culture are gradually decreasing, leading to a risk of the inheritance chain being broken.

Although the Four-side Drum Dance has extremely high cultural value, there is no systematic course on this traditional art in the curriculum settings of Tongren University. The Preschool Education major, as





an important force for future cultural inheritance, will graduate students who will become kindergarten teachers, bearing the responsibility of passing on traditional culture to young children. However, there is a significant deficiency in traditional art education among current students in this major, lacking in-depth understanding and practical ability of local traditional culture. This situation not only affects the inheritance of the Four-side Drum but also weakens the reflection of cultural diversity in education. Therefore, how to effectively integrate the intangible cultural heritage of the Four-side Drum into the curriculum system of the Preschool Education major has become an urgent issue to be addressed.

By designing and implementing the "Four-side Drum Dance Course," this study explores how to integrate intangible cultural heritage into the higher education curriculum to promote cultural inheritance and art education. A "Four-Side Drum Course" based on the ADDIE model and Tyler's theory is designed and applied to the teaching practice of the Preschool Education major at Tongren University. The impact of the course on students' local dance skills and understanding of traditional culture is evaluated to verify the effectiveness and feasibility of the course. Through the course implementation, systematic traditional art education is provided for students in the Preschool Education major, cultivating their sense of responsibility and ability to become future inheritors of culture.

As an important part of intangible cultural heritage, the inheritance of the Four-sided Drum has an irreplaceable role in protecting and promoting traditional Chinese culture. By incorporating the Four-sided Drum into the curriculum, this traditional art form can be continued among the younger generation. This study explores how to combine intangible cultural heritage with modern educational theory, providing new ideas and methods for higher education curriculum development. By introducing the ADDIE model and Tyler's theory, the curriculum design becomes more scientific and systematic, effectively enhancing students' learning outcomes.

## Objectives

The goal of this study is to delve into the application effects of the "Four-side Drum Course" in the Preschool Education major at Tongren University and its significance for the inheritance and protection of intangible cultural heritage. Specifically, by systematically designing and implementing the "Four-side Drum Course," this study explores effective paths for the inheritance and protection of intangible cultural heritage within the modern education system, aiming to provide a practical example for the educational integration of such cultural heritage. The course's specific impact on students' mastery of local dance skills and understanding of traditional culture is assessed, analyzing its role in enhancing students' comprehensive quality. Combining modern educational theories such as the ADDIE model and Tyler's theory, this study explores their specific applications in curriculum design to provide theoretical support and practical guidance for curriculum reform in the Preschool Education major. Enhance students' skills in square drum dance, including movement standardization, rhythm, and expressiveness, as well as their ability to understand traditional culture. Combining quantitative and qualitative methods to verify the effectiveness of the curriculum, providing theoretical and practical references for the reform of preschool education professional courses. Through systematic curriculum design, promote the inheritance of intangible cultural heritage, enhance students' cultural identity, and teach responsibility. Through the above research, it is expected to provide new perspectives for the inheritance and development of intangible cultural heritage and a reference for related educational practices.

## Literature review

The Four-side Drum Dance originated from the Miao and Dong ethnic groups in the Guizhou region and is a performing art form that integrates dance, music, and culture. It not only reflects the history, beliefs, and social life of the local ethnicities but also plays an important role in enhancing community cohesion and cultural identity (HmongbDebQeut, 2021). In the field of education, the Four-side Drum as an art form can promote students' understanding and inheritance of traditional culture through physical expression, rhythm training, and cultural experience (Chen, 2018). Moreover, the curriculum design of the Four-side Drum is conducive to integrating intangible cultural heritage into the modern education system, promoting the protection and inheritance of cultural diversity (Ministry of Education of the People's Republic of China, 2022). Preschool Education major dance curriculum teaching strategies and reform are currently important issues in the field of education, aiming to enhance students' dance teaching abilities and artistic literacy, promoting the comprehensive development of young children. Zhou & Wu (2024) conducted an in-depth analysis of the application of children's dance creation in the Preschool Education major dance



curriculum, proposing that children's dance creation can cultivate and improve students' teaching abilities, performance abilities, professional quality, and artistic appreciation abilities. Ren (2024) started from the perspective of ethnic folk dance teaching, discussing and analyzing to reveal its importance and teaching strategies in the Preschool Education major dance curriculum. Wang (2024) detailed the specific application methods of ethnic folk dance elements in the Preschool Education major dance teaching, aiming to improve dance teaching quality and cultivate students' ethnic cultural identity. Zhu (2024) explored the teaching of dance courses in higher vocational Preschool Education when investigating, pointing out the existing problems in current teaching and the necessity of innovative teaching ideas. Yang (2023) analyzed the issues in dance education in higher vocational Preschool Education from the perspective of ethnic folk dance culture inheritance, and proposed targeted solutions. Wang (2022) discussed the strategies for curriculum reform in the Preschool Education major dance teaching under the background of cultural inheritance, including rational design of teaching objectives and exploration of traditional cultural resources. Dong (2023) emphasized the importance of Preschool dance teaching reform and innovation in the background of ethnic traditional culture, proposing teaching innovation measures that integrate ethnic cultural elements. Ma (2023) explored the reform of dance teaching in higher vocational Preschool Education under the cooperation with kindergartens, pointing out the existing problems in the current kindergarten cooperation, and proposed reform measures to optimize teaching content and methods, and build a dual-teacher multi-ability teaching team to improve talent training quality.

The application of modern educational theories in the design of the Four-Side Drum course

#### 1. ADDIE Model

The ADDIE model was created by the University of Florida in 1975 in cooperation with the US Army in a project. The ADDIE model is a systematic framework widely used in curriculum design, including five stages: Analysis, Design, Development, Implementation, and Evaluation. In the design of the Four-Side Drum course, the ADDIE model can ensure the scientific and operable nature of the course content. In the analysis stage, the curriculum needs and objectives are determined through research on the learning needs and background of Preschool Education major students, including aspects of cultural knowledge, dance skills, and emotional attitudes. Wang (2017) pointed out through research that the Preschool stage is a key period for cultivating children's interest and cognition of traditional culture, and teachers need to have rich knowledge and skills of traditional culture to better integrate it into early childhood education. Some studies also discussed how to integrate local characteristic culture (such as the Four-side Drum) into kindergarten education, designing relevant teaching activities to allow children to experience the charm of traditional culture in practice (Zheng & Zhao, 2023; Zhao, 2023). In the design stage, the course content and teaching activities are formulated in conjunction with the cultural background and artistic characteristics of the Four-sided Drum, such as interactive demonstrations, group cooperation, and project-based learning. The in-depth integration of excellent traditional Chinese culture and project-based learning can strengthen students' practical recognition of traditional culture, through situational and activity-based integration, stimulating students' emotional resonance and achieving the internalization of knowledge and emotional resonance (Wang & Zhang, 2024). Li (2014) used group cooperative dance arrangements and simulated teaching activities to enable students not only to master dance skills but also to cultivate team cooperation and innovative thinking. In the development stage, teaching materials such as video tutorials, cultural background introductions, and assessment tools are produced to support the learning process. Multimedia-assisted teaching has strong practicality and can concretize and image abstract content through the role of multiple senses, thereby enhancing students' interest in learning and stimulating creative thinking (Kan & Chen, 2022). Jiang (2024) explored the pathways to introduce local intangible cultural dance into campus, pointing out that activities such as inviting intangible cultural inheritors to campus and launching intangible cultural classes can enhance students' perceptual understanding of traditional culture. In the implementation stage, the course content is taught to students through classroom practice, group performances, and cultural experience activities. Through simulated teaching scenarios, students can apply the knowledge they have learned to actual teaching to improve student participation and learning outcomes (Zhu, 2018). In the evaluation stage, formative and summative assessments are conducted to monitor students' learning progress and adjust the course design based on feedback. Chen (2004) discussed the application of formative assessment in classroom teaching, pointing out that classroom performance and homework completion can timely identify students' learning issues and make targeted improvements. Qin (2016) studied the application of the Miao ethnic drum in teaching, emphasizing the use of terminal



assessments (such as end-of-term performances and teaching activity design reports) to test students' mastery and application of traditional dance.

## 2. Tyler Theory

Tyler's theory emphasizes that curriculum design should be centered around clear educational objectives and achieve these objectives through appropriate teaching activities and assessment methods (Tyler, 1949). Tyler's curriculum development theory emphasizes that curriculum design should clarify specific learning objectives, including knowledge objectives, skill objectives, and affective value objectives (Huang & Wang, 2023). Educational assessment and theory models play a crucial role in improving educational quality and optimizing teaching practices. Hlebowitsh (2021) further analyzed the core mechanism of Tyler's assessment theory and proposed that educational assessment should run through the dynamic cycle of curriculum development, rather than just being the final stage. This viewpoint provides theoretical support for the phased evaluation design of the Four Directions Encouragement Course. Aladwan's (2024) empirical research shows that training programs based on the Tyler model can significantly improve students' critical thinking (effect size  $d=1.32$ ), verifying the effectiveness of goal-oriented curriculum design in skill development. Yaro and Shafak (2024) used the Tyler framework to evaluate textile courses in Cameroon and found that combining clear cultural heritage goals with practical activities can increase students' cultural identity by 37%. This conclusion provides a reference for the linkage evaluation of dance skills and cultural understanding in this study.

The existing literature provides important support for this study from the perspectives of policy, culture, and education. At the policy level, relevant documents from UNESCO (2003) and the Chinese Ministry of Education (2022) provide policy basis for the integration of intangible cultural heritage into the education system; At the cultural level, scholars have delved into the artistic value and social function of the Four Directions Drum Dance as a carrier of traditional Miao and Dong culture; At the educational level, existing research mainly focuses on universal strategies for teaching ethnic dance, while the ADDIE model and Taylor theory provide methodological guidance for curriculum development. However, there are two obvious shortcomings in existing research: firstly, there is a lack of specialized curriculum design research for the specific form of intangible cultural heritage, the Four Directions Encouragement, and secondly, there is a lack of empirical research on applying modern educational theory to intangible cultural heritage inheritance education. This study will not only fill the research gap but also provide a replicable practical paradigm for the inheritance of intangible cultural heritage in universities by constructing a curriculum system based on the ADDIE model and Taylor's theory for Four Party Encouragement.

## Conceptual Framework

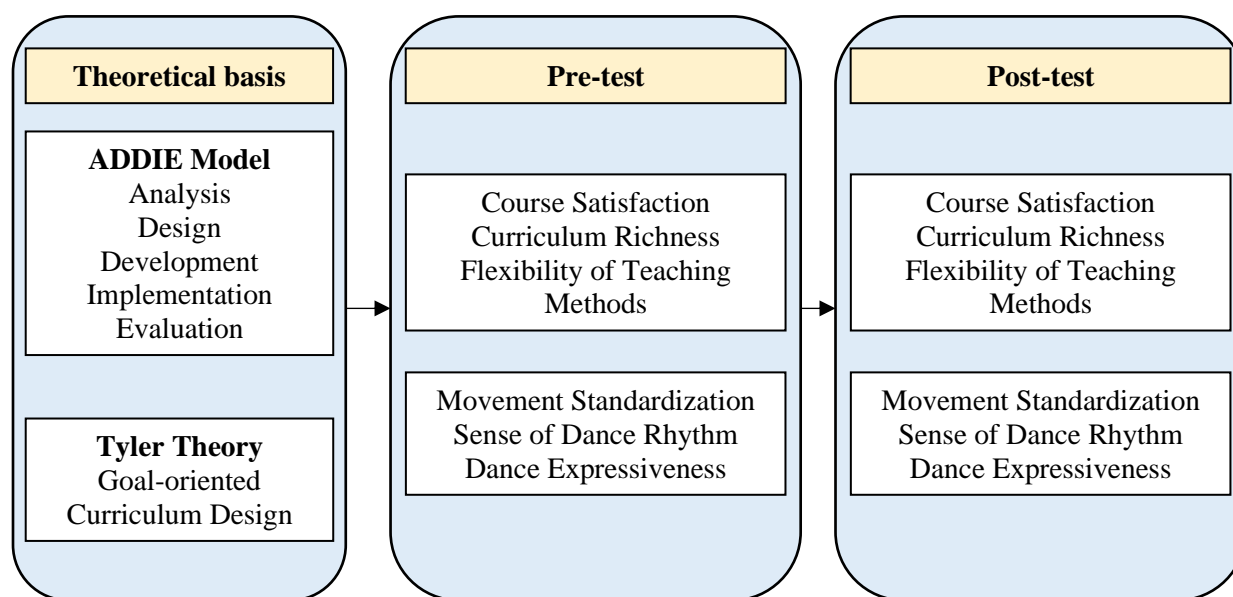
This paper integrates the ADDIE model and Tyler's theory to achieve a systematic and goal-oriented curriculum design. The ADDIE model includes five stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, the curriculum needs and objectives are determined; in the Design stage, the curriculum plan and activities are formulated; in the Development stage, curriculum resources and materials are prepared; in the Implementation stage, the curriculum is put into practice; and in the Evaluation stage, the effectiveness of the curriculum is assessed and feedback is provided.

Tyler's theory emphasizes the goal orientation of curriculum design, ensuring consistency among all aspects of the curriculum - objectives, content, methods, and assessments - to achieve these objectives. Design pre-tests (Pre-test) and post-tests (Post-test) to assess changes in students across multiple dimensions before and after curriculum implementation, including course satisfaction, course richness, flexibility of teaching methods, movement standardization, dance rhythm, and dance expressiveness.

This research framework ensures that the Four-side Drum course can effectively enhance students' dance skills and understanding of traditional culture, while also providing references and insights for curriculum reform in the Preschool Education major. Through pre- and post-tests, the specific impact of the course on students' ability enhancement can be quantified, thereby continuously optimizing course content and teaching methods.







**Figure 1** Framework for the Design and Implementation of the Four-Side Drum Dance Course

## Methodology

This study employs a combination of quantitative and qualitative research methods to evaluate the design and implementation effects of the Four-Side Drum Dance curriculum.

### 1. Literature research method

Using literature research method to systematically sort out relevant literature on intangible cultural heritage education, traditional dance teaching, and modern educational theories (such as ADDIE model and Taylor theory) at home and abroad, providing a theoretical basis for curriculum design.

### 2. Questionnaire survey method

Through systematic course design and scientific teaching methods, and using the questionnaire survey method to evaluate the impact of the course on students' improvement of local dance skills and understanding of traditional culture. Using the observation method to evaluate students' performance and progress in inspiring learning through classroom observation and performance evaluation. Using the case analysis method to analyze typical cases in the process of course implementation, summarize experiences and lessons learned, and provide a reference for course optimization.

Exploring the inheritance and protection path of intangible cultural heritage in modern education through the design and implementation of the "Four Directions Encouragement Curriculum". The action research method emphasizes continuous reflection and adjustment in practice to achieve the best educational outcomes. During the research process, the ADDIE model was followed to conduct requirement analysis, course design, course development, course implementation, and course evaluation in sequence, ensuring the scientific and systematic nature of the course.

### 3. Research object

The research subjects are students majoring in preschool education at Tongren University, and this group was selected to examine the application effect of the "Four Directions Encouragement Course" in a specific educational context. The data collection methods are diverse, including questionnaire surveys, observation methods, and work analysis. The questionnaire survey design covers students' self-evaluation of course satisfaction and learning outcomes; Observing rules to record students' participation and interaction in the classroom; and the analysis of the work objectively reflects the improvement of students' skills through the evaluation of their dance works.

### 4. Data analysis method

In terms of data analysis, a combination of quantitative and qualitative methods is adopted. The survey data were statistically analyzed using SPSS software to calculate the mean and standard deviation of various indicators, in order to quantify the effectiveness of the course. Observing data involves conducting content analysis, extracting keywords and themes, and forming qualitative descriptions.

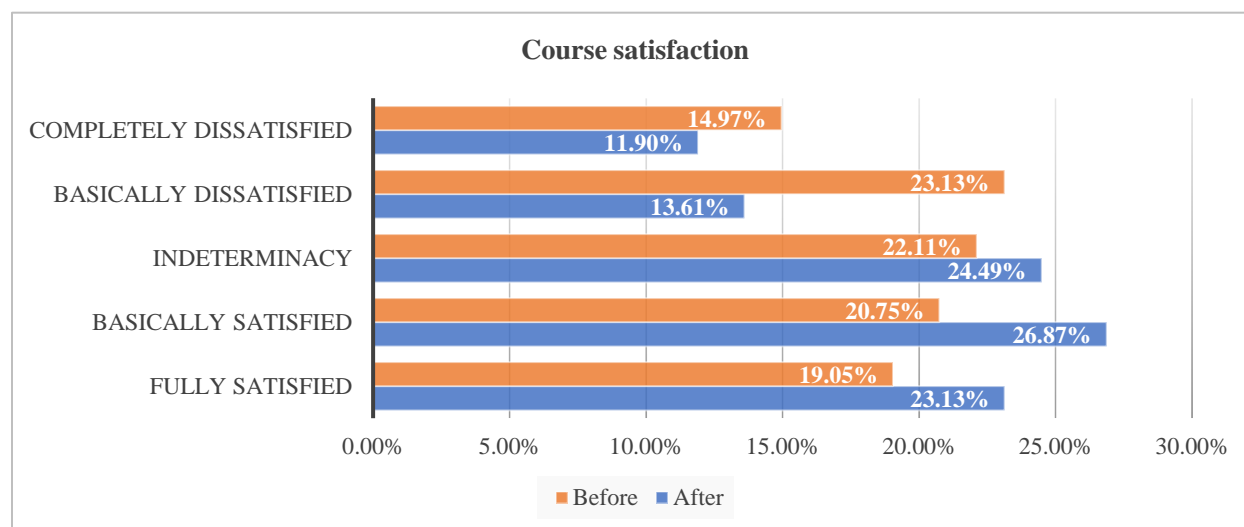
Through comprehensive analysis, evaluate the actual effectiveness of the "Four Directions Encouragement Course" in enhancing students' local dance skills and understanding of traditional culture.

## Results

The systematic evaluation of the "Four-side Drum Course" implemented among Preschool Education major students at Tongren University yielded the following results:

### 1. Course satisfaction

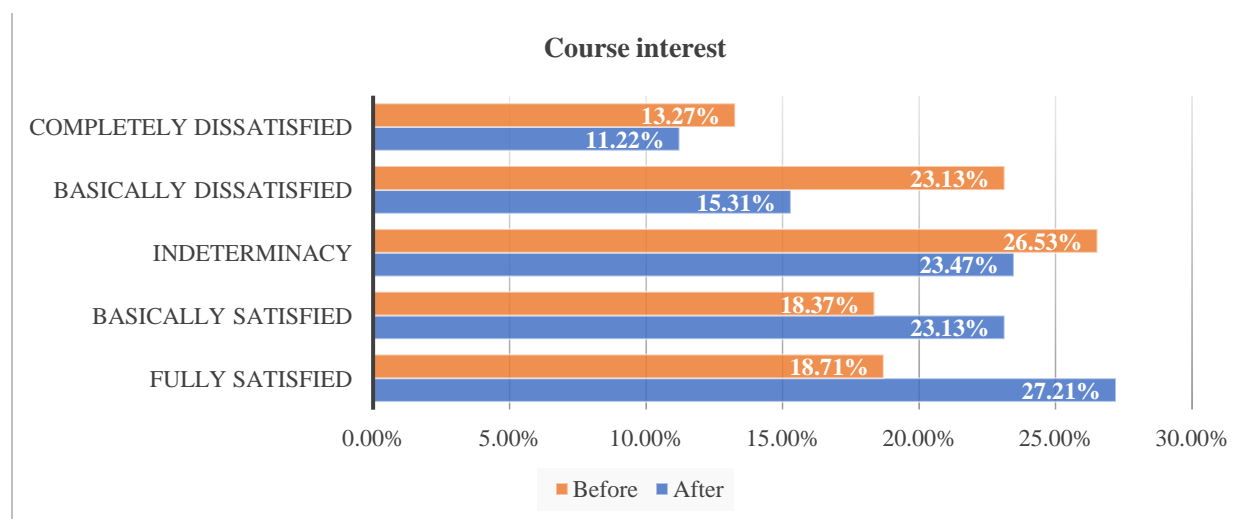
Regarding students' satisfaction with the "Four-side Drum Course", questionnaire survey results showed (Figure 2) that the vast majority of students were highly satisfied with the overall design, teaching content, and teaching methods of the course. The proportion of students who were basically satisfied and completely satisfied increased by 10.20%.



**Figure 2** Changes in Course Satisfaction Before and After Practice

### 2. Course interest

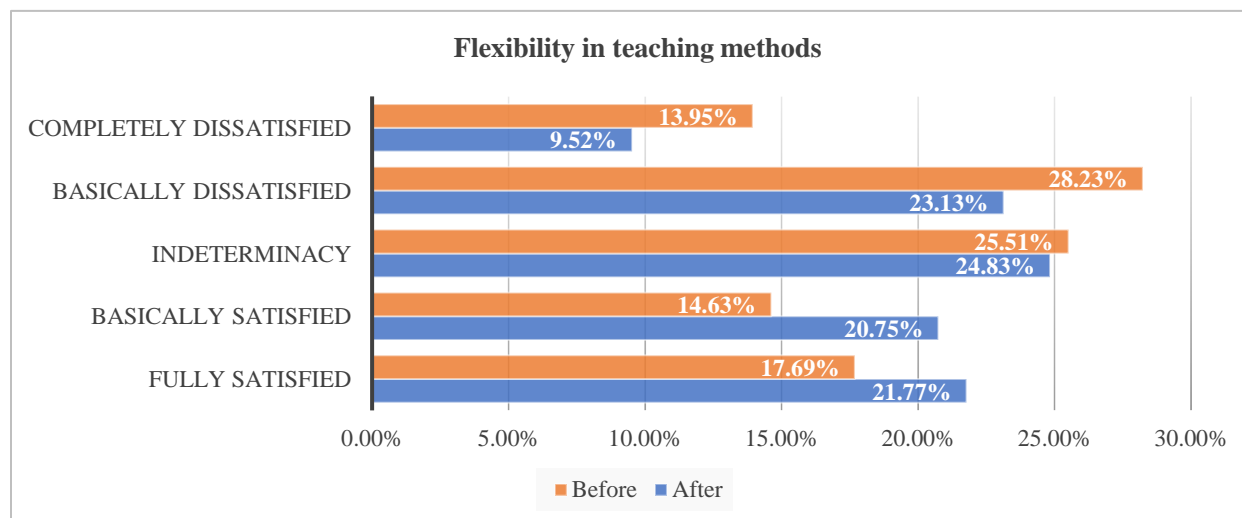
Regarding students' perception of the richness of the "Four-side Drum Course", questionnaire survey results showed (Figure 3) that the vast majority of students believed that the richness of the course had increased, with the proportion of those who were basically satisfied and completely satisfied increasing from 37.07% to 50.34%, with most students considering the course content to be rich and interesting.



**Figure 3** Changes in Course Interest Before and After Implementation

### 3. Flexibility in teaching methods

Regarding students' perception of the flexibility of teaching methods in the "Four-side Drum Course," questionnaire survey results showed (Figure 4) that the vast majority of students believed that the flexibility of teaching methods had increased, with the proportion of those who were basically satisfied and completely satisfied increasing from 32.31% to 42.52%, with most students considering the teaching methods to be diverse and capable of effectively stimulating interest in learning.



**Figure 4** Changes in Flexibility of Teaching Methods Before and After Implementation

### 4. Dance skills

Students showed significant improvements in dance skills, with pre-and post-tests showing (Table 1) that students made notable advancements in terms of the standardization of dance movements, sense of rhythm, and expressiveness. Specific data indicated that before the course, students scored an average of 72.65 points in the dance skill movement standardization test, and after the course, the average score increased to 87.74 points, an improvement of 15.09%. Before the course, students scored an average of 61.88 points in the dance rhythm sense test, and after the course, the average score increased to 84.60 points, an improvement of 22.72%. Before the course, students scored an average of 65.34 points in the dance expressiveness test, and after the course, the average score increased to 79.81 points, an improvement of 14.47%. Additionally, observation records also showed that students' autonomy and enthusiasm in dance practice significantly increased.

**Table 1** Changes in Dance Skills Before and After Practice

Variable	Before Practice	After Practice	Increase Amplitude
Action standardization	72.65	87.74	15.09%
Dance rhythm sense	61.88	84.60	22.72%
Dance expressiveness	65.34	79.81	14.47%

In terms of students' understanding of traditional culture, interview and work analysis results indicate that after participating in the "Four-side Drum Course," students have gained a deeper understanding of the historical origins, cultural connotations, and artistic value of the Four-side Drum. This is specifically manifested in students' ability to elaborate on the cultural background and performance characteristics of the Four-side Drum during interviews, and their capacity to integrate traditional cultural elements into their work presentations, demonstrating a higher level of cultural literacy. On one hand, the curriculum design should focus on the integration of local cultural characteristics to enhance students' sense of cultural identity



and artistic literacy; on the other hand, teaching methods should be diverse and flexible, emphasizing the combination of theory and practice to improve students' learning outcomes and comprehensive abilities.

## Discussion

Through the design and implementation of this study, the "Four-side Drum Course" achieved significant results in the Preschool Education major at Tongren University. First, students showed a clear improvement in local dance skills, with questionnaire surveys and work analysis results indicating that students could master the basic movements and rhythms of Four-side Drum, demonstrating a high level of dance literacy. Second, students made positive progress in understanding traditional culture, with interview and observation data showing that students, through the course learning, gained a deeper understanding of the historical background, cultural connotations, and artistic value of the Four-sided Drum, enhancing their sense of cultural identity.

This study innovatively combines the ADDIE model with Taylor's theory to systematically design a course on intangible cultural heritage inheritance. Compared with the classic studies of Trust (2018) and Tyler (1949), this study not only validates the practicality of the ADDIE model in curriculum development but also further expands the application of Taylor's theory in the field of education. For example, Aladwan's (2024) study showed that training programs based on the Taylor model can effectively enhance students' critical thinking (effect size  $d=1.32$ ), while this study found that goal-oriented curriculum design is also applicable to the cultivation of dance skills and cultural identity (movement standardization improved by 15.09%, cultural identity significantly enhanced). In addition, Hlebowitsh (2021) emphasizes that educational assessment should be integrated throughout the entire process of curriculum development. This study further improves this viewpoint by combining formative assessment with summative assessment.

In the field of intangible cultural heritage education, existing research (such as Chen, 2018; Jiang, 2024) mostly focuses on the macro path of intangible cultural heritage entering schools, while this study provides a feasible micro practice plan through specific curriculum design and empirical evaluation. For example, Wang (2024) proposed teaching strategies for ethnic and folk dance elements, but did not systematically integrate modern educational theories. The innovation of this study lies in the close integration of intangible cultural heritage inheritance with the five stages of the ADDIE model, ensuring the scientific and replicable nature of the curriculum. In addition, Yaro and Shafak's (2024) study in Cameroon found that combining cultural heritage goals with practical activities can enhance students' cultural identity by 37%. This study also validated this conclusion through the practical teaching of Four Directions Encouragement.

In terms of the reform of dance courses in preschool education majors, Zhou & Wu (2024) emphasize the cultivation of students' comprehensive abilities through dance creation. This study further proposes that intangible cultural heritage dance courses can not only improve teaching abilities but also enhance cultural heritage responsibility. Dong (2023) advocates the integration of ethnic cultural elements, but lacks specific evaluation methods. This study provides a new approach for evaluating the effectiveness of intangible cultural heritage teaching through quantitative methods.

However, this study also has certain limitations. For example, the research sample is limited to Preschool Education major students at Tongren University, which may not fully represent the situation in other regions or majors. In addition, during the course implementation process, some students showed individual differences in the improvement of dance skills, indicating that future research needs to further focus on personalized teaching strategies.

## Conclusion

The results of this study indicate that the application of the Four-side Drum course in the Preschool Education major at Tongren University effectively enhanced students' dance skills and cultural understanding abilities, providing a new approach for the inheritance and promotion of intangible cultural heritage while also offering valuable experience and reference for curriculum reform in the Preschool Education major.

In terms of student satisfaction with the course, questionnaire survey results showed that the majority of students were satisfied with the "Four-side Drum Course," considering the course content to be rich, diverse in form, and capable of stimulating interest in learning. Students generally reported that the course not only enhanced their mastery of local dance skills but also improved their understanding and identification with traditional culture. Through observation and work analysis, it was found that after the







course, students' dance movements were more accurate and expressive. At the beginning of the course, students' dance movements were somewhat awkward and lacked rhythmic sense, but by the end of the course, most students could master the basic movements and rhythms of Four-side Drum, and even demonstrated a higher level of artistic expressiveness in dance performances. Regarding students' understanding of traditional culture, interview results showed that after participating in the "Four-side Drum Course," students not only learned dance skills but also gained an in-depth understanding of the historical background, cultural connotations, and significance of the Four-side Drum in local culture. Many students expressed that the course made them more appreciative and loving of their local culture, enhancing their cultural confidence.

The application of the Four-side Drum course in the Preschool Education major at Tongren University not only enhanced students' dance skills and cultural understanding abilities but also provided valuable experience and reference for curriculum reform in the Preschool Education major.

## Recommendation

Continuous updating of the content of the Four-Side Drum course is key to ensuring its educational value and cultural relevance. As research on the cultural significance and historical background of the Four-sided Drum deepens, the curriculum needs to continuously absorb new research findings, update performance forms, and explore its new roles in contemporary society. This will not only help students gain the most up-to-date knowledge but also enable them to better understand and appreciate this traditional art form.

Personalized teaching strategies are crucial for improving the teaching effectiveness of the Four-Side Drum course. By identifying students' learning styles, implementing tiered teaching, encouraging self-directed learning, and providing personalized feedback, teachers can more effectively meet different students' learning needs, thereby enhancing their motivation and participation.

Teachers play a central role in the teaching of the Four-side Drum course, so their professional training is indispensable. The training content should include specialized knowledge of the Four-side Drum, teaching methods, cultural sensitivity, and continuous professional development to ensure that teachers can effectively and sensitively impart this intangible cultural heritage.

Utilizing modern educational technology, such as virtual reality (VR) and augmented reality (AR), can create an immersive learning environment for the Four-side Drum course. These technologies can provide interactive and practical opportunities, allowing students to experience and learn the Four-side Drum in a virtual environment, thereby enhancing their interest in learning and participation.

Interdisciplinary cooperation can promote students' comprehensive understanding of the Four-side Drum and its cultural background. By integrating Four-side Drum with other art forms such as music and fine arts, as well as collaborating with disciplines like history and sociology, students can explore and experience this traditional art from multiple perspectives, thereby deepening their understanding of its cultural significance and appreciation.

## References

- Aladwan, S. K. (2024). The effectiveness of a training program based on Tyler's multiple talents model in thinking and decision-making skills. *International Journal of Instruction*, 7(2), 112–130.
- Chen, Y. (2018). *Cultural heritage education in early childhood*. Beijing: Educational Science Publishing House.
- Chen, Z. L. (2004). An investigation of the relationship between student classroom behavior and learning outcomes. *Journal of Henan University of Technology (Social Science Edition)*, 4, 69–79.
- Dong, Y. (2023). Dance teaching reform and innovation in preschool education under the background of ethnic traditional culture. *Modern Vocational Education*, 11, 157–160.
- Hlebowitsh, P. S. (2021). Ralph Tyler, the Tyler rationale, and the idea of educational evaluation. In *Oxford Research Encyclopedia of Education* (pp. 1–24). Oxford University Press.
- HmongbDebQeut. (2021). "Four-sided Drum Dance" – Traditional Eastern Hmong/Miao Dance from Songtao, Guizhou province. *YouTube*.
- Huang, Y., & Wang, Y. C. (2023). Review of Tyler's classic curriculum development theory. *Education Progress*, 13(11), 9333–9337.





- Jiang, Y. J. (2024). Analysis of the integration pathways of intangible cultural heritage folk dance into local university dance education—Taking Heze University as an example. *Education and Teaching Forum*, 12, 45–48.
- Kan, H., & Chen, W. (2022). Present situation and achievements of multimedia-assisted teaching research—Visual analysis based on CNKI journal database. *Advances in Education*, 12(5), 1717–1722.
- Li, Z. J. (2014). On the application of cooperative learning in university dance teaching. *Journal of Jilin Province Education Institute*, 474–75.
- Ma, L. M. (2023). Inquiry into dance teaching reform in higher vocational preschool education under the cooperation with kindergartens. *Journal of Xiamen City Vocational College*, 25(3), 53–58.
- Ministry of Education of the People's Republic of China. (2021). *Guiding opinions on integrating intangible cultural heritage into the national education system*. Beijing: Ministry of Education.
- Ministry of Education of the People's Republic of China. (2022). *Guidelines for the integration of intangible cultural heritage into education*. Beijing: Ministry of Education.
- Qin, Y. (2016). Exploration of Miao ethnic drum teaching materials. *Contemporary Sports Science*, 6(18), 147–150.
- Ren, X. P. (2024). Research on teaching strategies of ethnic folk dance in preschool education major dance courses. *China Nationality*, 4, 178–180.
- Trust, T., & Pektas, E. (2018). Using the ADDIE model and Universal Design for Learning principles to develop an open online course for teacher professional development. *Journal of Digital Learning in Teacher Education*, 34(4), 219–233. <https://doi.org/10.1080/21532974.2018.1494521>
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. University of Chicago Press.
- UNESCO. (2003). *Convention for the Safeguarding of the Intangible Cultural Heritage*. Paris: UNESCO.
- Wang, L. G. (2017). On the content system of traditional culture education. *Contemporary Education and Culture*, 9(1), 7–9.
- Wang, M. T. (2022). Exploration of Dance Teaching Mode Reform in Preschool Education Major under the Background of Cultural Inheritance. *China Nationality*, (13), 67–70.
- Wang, W. X., & Zhang, J. (2024). Dilemma and Solutions of Integrating Outstanding Chinese Traditional Culture into Subject Teaching. *Contemporary Educational Science*, 9, 31–38.
- Wang, X. L. (2024). Application of Ethnic Folk Dance Elements in Dance Teaching of Preschool Education Major. *China Nationality*, 21, 146–148.
- Yang, L. (2023). A Preliminary Discussion on Ethnic Folk Dance Teaching in Higher Vocational Preschool Education Major Dance Courses. *Drama Home*, 8, 132–134.
- Yaro, L., & Shafak, T. F. (2024). Curriculum evaluation of the textile and fashion design department of Cameroon Opportunities Industrialization Center (COIC). *American Journal of Education and Practice*, 15(1), 45–62.
- Zhao, X. P. (2023). Research on the Methods of Integrating Outstanding Chinese Traditional Culture into Kindergarten Education Activities. *Intelligence*, 31, 163–166.
- Zheng, G., & Zhao, F. (2023). Exploring the Pathways of Integrating Outstanding Chinese Traditional Culture into Kindergarten Education. *Journal of Chengdu Normal University*, 39(11), 40–47.
- Zhou, X., & Wu, Y. (2024). Exploration of the Application of Children's Dance Creation in Preschool Education Major Dance Courses. *Drama Home*, 12, 129–131.
- Zhu, J. (2024). Inquiry into Dance Course Teaching in Higher Vocational Preschool Education Major. *Taste and Classic*, 3, 149–154.
- Zhu, Z. H. (2018). On the Sense of Immersion in Situational Simulation Teaching—Taking Recruitment and Configuration Courses as an Example. *Western Quality Education*, 4(1), 173–174.

