

A Review of Curriculum Development for Aerobic Dance Courses in Higher Education in the New Era

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Abstract

Aerobic dance courses are an important component of public physical education in higher education, integrating fitness, artistry, aesthetics, recreation, and collective participation. These courses generally include aerobics, cheerleading, line dance, street dance, square dance, and ethnic fitness dance. With the continuous promotion of the “health first” educational philosophy, the high-quality development of school physical education, and curriculum-based ideological and political education, aerobic dance courses play an important role in improving college students’ physical fitness, aesthetic literacy, exercise interest, social interaction ability, and lifelong sports awareness. Using the methods of literature review and logical analysis, this paper reviews the policy background, research hotspots, practical problems, and optimization strategies related to the construction of aerobic dance courses in higher education. The review shows that current research mainly focuses on curriculum goal optimization, teaching content renewal, teaching model reform, integration of ideological and political education, digital resource development, and improvement of evaluation systems. However, several problems remain, including unclear curriculum positioning, fragmented content systems, insufficient innovation in teaching methods, single evaluation methods, and inadequate teacher and facility support. Future development of aerobic dance courses in higher education should adhere to the principles of health first, aesthetic education, physical education for holistic development, and student-centered learning. A five-dimensional curriculum goal system should be established, including physical fitness development, skill acquisition, aesthetic expression, cultural understanding, and value formation. In addition, modularized curriculum content, blended teaching, stratified instruction, project-based learning, and diversified developmental evaluation should be promoted. In this way, aerobic dance courses can shift from a skill-oriented teaching model to a comprehensive education-oriented model.

Keywords

Aerobic dance courses, College physical education, Aerobics, Curriculum-based ideological and political education

Introduction

College physical education is an important carrier for implementing the fundamental task of fostering virtue through education and promoting the physical and mental health of college students. *The Guidelines for the Teaching of Physical Education Courses in Ordinary Institutions of Higher Education* issued by the Ministry of Education of China clearly indicate that college physical education should take physical practice as the main means and promote students’ physical fitness, health, and sports literacy through systematic teaching processes [1]. In recent years, China has further strengthened the strategic position of school physical education. The *Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era* emphasizes that school physical

education should be placed in a more prominent position in the talent cultivation system and should promote the coordinated development of students’ academic learning and physical exercise [2]. Meanwhile, the *Guidelines for Curriculum-Based Ideological and Political Education in Higher Education Institutions* require physical education courses to establish the “health first” educational philosophy and to integrate patriotism, traditional culture, perseverance, and collective spirit into physical education teaching.

From a global perspective, insufficient physical activity remains a major public health issue among young people. Guthold et al. reported that approximately 81% of school-going adolescents worldwide schoolgoing adolescents aged 11-17 years old did not meet

recommended physical activity levels in 2016 [3]. Bull et al. also emphasize that regular physical activity contributes to multiple health benefits and that children and adolescents should accumulate an average of at least 60 minutes per day of moderate-to-vigorous physical activity [4]. These findings suggest that schools and universities need to provide more attractive, inclusive, and sustainable physical education programs to increase students' exercise participation.

Aerobic dance courses have gradually become an important part of public physical education reform in higher education because of their musical accompaniment, rich movement forms, expressive characteristics, high enjoyment, and relatively low participation threshold. The United Nations Educational, Scientific and Cultural Organization (UNESCO) proposed that quality physical education should promote not only physical competence but also social inclusion, lifelong participation, and positive attitudes toward physical activity. Aerobic dance courses are consistent with this orientation because they combine physical exercise, music, aesthetic experience, group cooperation, and cultural expression.

Aerobic dance is not a standalone course but an integrated curriculum covering aerobics, cheerleading, line dance, street dance, ethnic fitness dance, square dance and similar styles. Unlike traditional competitive sports courses, it appeals more to students who are fond of musical, expressive, group-based and entertaining workouts. Recent research further proves standardized dance training boosts multiple psychological and cognitive functions; in terms of motivation, emotional health and social cognition, it works as well as or even better than other systematic physical activity plans [5]. Therefore, systematically reviewing the construction of aerobic dance courses in higher education is of practical significance for promoting public physical education reform, improving students' sports participation quality, and integrating physical education with aesthetic education.

The research basis and value orientation of the development of aerobic dance courses

Connotation of aerobic dance courses

Aerobic dance courses are physical education courses that take physical movement as the basic form, musical rhythm as the external motivating factor, and movement

combinations, formation variations, physical expression, and aesthetic experience as the main content. Compared with traditional ball games and track-and-field courses, aerobic dance courses place greater emphasis on rhythm, coordination, expressiveness, body control, and collective cooperation. Their curriculum attributes have three major characteristics.

First, aerobic dance courses have a physical education attribute. Continuous movement combinations can improve cardiopulmonary endurance, flexibility, coordination, muscular control, and body posture. Second, they have an artistic attribute. Music, movement, body lines, spatial formations, and performance design help cultivate students' aesthetic perception and bodily expression. Third, they have a social attribute. Group choreography, team practice, and collective performance help develop students' communication ability, cooperation awareness, and collective sense of honor.

From the perspective of course clusters, aerobics emphasizes fitness and movement standardization; cheerleading emphasizes teamwork, rhythm, and expressiveness. Line dancing emphasizes rhythmic unity and collective participation. Street dance emphasizes youth culture and individual expression. Ethnic fitness dance emphasizes traditional culture and ethnic characteristics, and square dance and mass fitness dance emphasize accessibility and lifelong exercise value. Together, these different forms constitute the content foundation for the construction of aerobic dance courses in higher education.

Educational value of aerobic dance courses

First, aerobic dance courses help improve the physical health of college students. Aerobic dance practice usually involves moderate-to-vigorous full-body physical activity and can effectively promote cardiopulmonary function, physical coordination, muscle flexibility, and precise movement control through continuous rhythmic movement. This fitness value is consistent with the World Health Organization (WHO)'s formal recommendation that individuals of all ages should engage in regular aerobic physical activity to gain lasting health benefits.

Second, aerobic dance courses may greatly enhance students' internal exercise motivation and sports enjoyment. Klos et al. showed that sports interventions designed to promote positive affect and pleasant exercise experiences can effectively support sustained physical

activity participation among children, adolescents, and young adults. Since aerobic dance courses integrate lively music, clear rhythm, interactive collective practice, and simple group performance, they may help students gain real enjoyment, a strong sense of achievement, and sufficient emotional release during regular physical education learning [6].

Third, aerobic dance courses possess aesthetic educational value. They integrate physical movements with music, rhythmic sense, artistic expression and visual expression, thereby realizing the integration of “educating through sport” and “aesthetic education”. The Ministry of Education of China emphasized that aesthetic education in higher education should strengthen its educational orientation, optimize curriculum structure, and enrich aesthetic activities. Aerobic dance courses provide a practical pathway for the integration of physical education and aesthetic education.

Fourth, aerobic dance courses have psychological and social value. A systematic review and meta-analysis by Fong Yan et al. found that dance interventions can produce beneficial effects on psychological and cognitive outcomes, including emotional well-being, motivation, and social cognition. Digital intelligent systems also provide effective support for college students’ mental health and employment counselling [7]. In addition, physical activity interventions among undergraduate students have shown potential benefits for reducing stress, anxiety, and depression, although future studies need stronger theoretical design and implementation quality [8]. These findings provide empirical support for the mental health value of aerobic dance courses in higher education.

Finally, aerobic dance courses embody curriculum ideological and political value. Forms including aerobics, cheerleading, ethnic fitness dance and group choreography embed educational connotations like teamwork, rule awareness, perseverance, cultural identity, collective honor and healthy lifestyle concepts. China’s curriculum ideological and political education policy clearly requires physical education to integrate health-oriented education, patriotism, traditional culture and the spirit of perseverance [9]. Therefore, the construction of aerobic dance courses should not remain at the level of movement skill instruction but should further explore their functions in health education, aesthetic education, cultural education, and value

education.

Main research areas in the development of aerobic dance courses in higher education

Curriculum goals: From skill acquisition to comprehensive literacy development

Existing curriculum reform policies and research suggest that the construction of aerobic dance courses should begin with clear curriculum goals. Traditional aerobic dance teaching often focuses on movement learning, routine mastery, and final performance, which may lead to the narrowing of curriculum objectives. In the new era, the construction of college public physical education courses should shift from a single skill-oriented goal to a comprehensive literacy-oriented goal. That is, on the basis of improving physical fitness and mastering sports skills, courses should further cultivate students’ healthy behaviors, aesthetic expression, cooperative awareness, creative ability, and lifelong sports consciousness.

From the perspective of curriculum construction, the goals of aerobic dance courses can be divided into five levels. The first is the goal of physical development, including the improvement of cardiopulmonary endurance, flexibility, coordination, rhythm, and body control. The second is the goal of skill acquisition, including mastery of basic steps, hand positions, body posture, movement combinations, and formation changes. The third is the goal of aesthetic expression, namely the ability to express the body and create movements according to musical styles. The fourth is the goal of social adaptation, which refers to the development of cooperation and communication through group learning, collaborative choreography, and collective performance. The fifth is the goal of value formation, which involves strengthening cultural confidence, rule awareness, team spirit, and a positive attitude toward life through the integration of ideological and political education.

Curriculum content: From single-project teaching to modularized course cluster construction

Curriculum content is the core of aerobic dance course construction. At present, the content of aerobic dance courses in higher education mainly includes basic aerobics movements, complete routine learning, cheerleading, line dance, street dance, body-shaping training, and ethnic fitness dance. However, if aerobic dance classes only rely on fixed routines, they may fail

to meet college students' increasingly diverse, individualized and trendy sports' needs.

From the perspective of curriculum reform, the content of aerobic dance courses in higher education should not simply be equivalent to the teaching of a fixed set of prescribed movements. Instead, a modularized content system should be established. Specifically, it may include five modules. The first is the basic physical fitness and body posture module, which mainly develops flexibility, core strength, coordination, and balance. The second is the basic technique module, which mainly includes steps, hand positions, rhythm, turns, jumps, and formations. The third is the project expansion module, including aerobics, cheerleading, line dance, street dance, and ethnic fitness dance. The fourth is the choreography and performance module, which guides students in music selection, movement combination, formation design, and team performance. The fifth is the health education and cultural understanding module, which integrates sports injury prevention, scientific exercise methods, sports aesthetics, traditional sports culture, and ideological and political education.

A modularized curriculum system can help aerobic dance courses move beyond fragmented project teaching and form a relatively complete course structure. Such a structure is also consistent with UNESCO's emphasis on inclusive, high-quality, and lifelong-oriented physical education.

Teaching models: From teacher demonstration and imitation to students' active construction

For a long time, aerobic dance courses have mainly adopted the teaching model of "teacher demonstration - student imitation - collective practice - final assessment". This model is useful for standardized movement instruction, but it tends to ignore students' individual differences, learning initiative, and creativity. With the advancement of college physical education reform, flipped classrooms, blended online and offline teaching, stratified instruction, cooperative learning, and project-based learning have gradually been introduced into physical education teaching.

Blended learning provides a useful approach for aerobic dance courses. Wang et al. conducted a systematic review of blended learning in physical education and found that this field has received increasing research attention, with studies focusing on learning tools,

evaluation methods, learning outcomes, motivation, and implementation challenges [10]. Existing research also evaluates students' deep learning performance and optimization paths under blended teaching scenarios [11]. Another systematic review on university physical education suggested that blended learning may support students' learning outcomes and engagement, although stronger research design is still needed [12]. These findings suggest that aerobic dance courses can use digital resources to improve teaching efficiency and support students' autonomous learning.

In aerobic dance courses, blended teaching can be used for pre-class movement video preview, in-class correction and guidance, and after-class independent practice. Stratified instruction can set tasks of different difficulty levels according to students' foundation, physical fitness, and expressive ability. Cooperative learning can cultivate teamwork through group choreography and performance. Project-based learning can be carried out around tasks such as designing campus aerobic dance work, completing a class performance, or organizing an aerobic dance competition. Through these methods, the teaching model can shift from passive imitation to active construction, exploration, and expression.

Curriculum-based ideological and political education: From element addition to whole-process integration

Curriculum-based ideological and political education is an important direction in current higher education curriculum construction in China. The ideological and political elements in aerobic dance courses are mainly reflected in the health-first philosophy, teamwork, rule awareness, aesthetic education, cultural inheritance, collective honor, and fighting spirit. According to the *Guidelines for Curriculum-Based Ideological and Political Education in Higher Education Institutions*, physical education courses should integrate health education, patriotism education, traditional culture education, and the cultivation of perseverance and responsibility [13].

However, ideological and political education in aerobic dance courses should not be simply understood as adding slogan-like explanations in class. Instead, it should run through the whole process of teaching objectives, teaching content, teaching procedures, and curriculum evaluation. For example, aerobics teaching can integrate the values of perseverance, standardization, and self-

transcendence. Cheerleading teaching can highlight teamwork, collective honor, and responsibility; ethnic fitness dance teaching can strengthen identification with excellent traditional Chinese culture. Choreography and performance activities can guide students to express themes such as campus culture, sportsmanship, and healthy lifestyles.

Curriculum evaluation: From summative assessment to diversified developmental evaluation

The evaluation system is an important guarantee for the implementation of curriculum construction. The traditional evaluation system for aerobic dance courses predominantly centers on the performance quality of final set routines, featuring a relatively single evaluation dimension. Such a summative assessment neglects students' learning process, individual progress, collaborative performance and creative competence. In the new era, the evaluation of aerobic dance courses should establish a comprehensive system combining process evaluation, summative evaluation, and value-added evaluation.

Specifically, process evaluation may include attendance, classroom participation, after-class practice, learning journals, video assignments, and group cooperation. Summative evaluation may include individual technical demonstrations, group performance, and theoretical knowledge tests. Value-added evaluation may focus on improvements in physical fitness, movement performance, exercise interest, and independent exercise habits. Evaluation subjects should also be expanded from teacher-only evaluation to a combination of teacher evaluation, self-evaluation, peer evaluation, and performance evaluation. For aerobic dance courses, evaluation should not only focus on whether movements are neat or difficult but also on whether students have truly developed sports participation interest, bodily expression ability, and continuous exercise awareness.

Main problems in the construction of aerobic dance courses in higher education

Unclear curriculum positioning

Some universities still regard aerobic dance courses as general elective or recreational courses and lack sufficient understanding of their physical, aesthetic, cultural, and educational functions. This leads to low-level curriculum objectives and superficial curriculum content. Some courses overemphasize routine teaching

while neglecting health education, aesthetic expression, and cultural understanding. Others excessively pursue performance effects while ignoring students' physical development and scientific exercise principles. Such unclear positioning affects the quality of aerobic dance courses within the public physical education curriculum system.

Fragmented content system

At present, aerobic dance course content often suffers from insufficient connection among different projects, unclear module structure, and an unclear gradient of difficulty. Some courses continue to use fixed routines for a long time, with slow content updates, making it difficult to meet college students' diverse, individualized, and trendy sports' needs. Although some courses introduce street dance, cheerleading, line dance, and other content, they lack systematic design and may become a simple "project patchwork" rather than a stable curriculum system.

Insufficient innovation in teaching methods

Some aerobic dance classes still rely mainly on teacher demonstration and student imitation, leaving students in a passive learning state. Due to large differences in students' foundations, a unified teaching schedule may cause weaker students to fall behind while stronger students lack sufficient challenge. At the same time, the use of digital resources often remains at a superficial level, such as playing videos or uploading assignments. The functions of movement analysis, learning feedback, online resource libraries, and intelligent evaluation have not been fully developed. Previous reviews of blended learning in physical education have also pointed out that instructional design, teachers' technological literacy, students' self-regulation, and evaluation methods remain important challenges.

Single evaluation methods

Many aerobic dance courses still use final movement performance as the main evaluation basis. Such a summative evaluation is highly susceptible to students' innate coordination, prior dance proficiency, and expressive ability. For students with weaker physical education foundations but obvious progress, traditional evaluation methods may fail to reflect their learning effort and developmental changes. For team-based projects, individual contribution, cooperation process, and choreography ability are also difficult to evaluate

sufficiently.

Insufficient teacher and resource support

Aerobic dance courses place high demands on teachers' specialized ability, musical literacy, aesthetic ability, choreography ability, and information-based teaching ability. However, in some universities, teachers have limited training opportunities, curriculum resource libraries are incomplete, and teaching venues, mirror classrooms, audio equipment, and performance platforms are insufficient, all of which affect teaching effectiveness. In addition, curriculum construction often relies on the experience of individual teachers and lacks teaching teams, curriculum standards, and quality assurance mechanisms.

Optimization strategies for the development of aerobic dance courses in universities in the new era

Clarifying curriculum positioning and building a comprehensive educational goal system

Universities should position aerobic dance courses as comprehensive public physical education courses integrating physical education, aesthetic education, health education, and curriculum-based ideological and political education. The curriculum goal should shift from "learning a set of movements" to "mastering a sports skill, forming an exercise habit, improving aesthetic ability, cultivating cooperative spirit, and establishing a healthy lifestyle". In terms of goal structure, a five-dimensional system of "physical fitness development - skill acquisition - aesthetic expression - cultural understanding - value formation" can be established, enabling aerobic dance courses to serve both students' physical health and their comprehensive development.

Optimizing curriculum content and establishing a modularized curriculum system

Universities should build a structured, diversified, and continuously updated aerobic dance curriculum system based on students' foundations and institutional resources. The basic teaching stage emphasizes the cultivation of standard posture, rhythmic sense, physical coordination and fundamental dance steps. The advanced stage offers diversified teaching modules, covering aerobics, cheerleading, line dancing, street dancing and ethnic fitness dance. At the expansion stage, group choreography, campus performances, competition organization, and social service activities may be carried

out. Curriculum content should also appropriately integrate sports health knowledge, sports injury prevention, scientific fitness methods, and excellent traditional culture to enhance the knowledge, practicality, and cultural value of the course.

Reforming teaching models and improving students' active participation

Aerobic dance courses should shift from one-way demonstration teaching to interactive, cooperative, and project-based teaching. Teachers can use short videos, online course platforms, and movement breakdown resources for pre-class preview. In classroom teaching, group practice, peer tutoring, timely feedback and stratified teaching tasks can be adopted to enhance students' learning efficiency. After class, video check-ins, practice journals, and choreography assignments can promote continuous participation.

For students with different foundations, basic movements, advanced movements, and challenge movements can be set so that students can gain a sense of achievement at an appropriate difficulty level. In the later stage of the course, project-based learning can be adopted, allowing students to independently complete music selection, movement choreography, formation design, and final performance around specific themes. This approach is consistent with the student-centered and active-learning orientation of blended learning in physical education.

Deepening curriculum ideological and political integration and value cultivation

The ideological and political construction of aerobic dance courses should avoid rigid indoctrination and mechanical implantation, and instead realize organic integration tailored to course characteristics. Teachers can design ideological and political content from the perspectives of sportsmanship, healthy living, teamwork, rule awareness, traditional culture, and aesthetic education. For example, cheerleading teaching can highlight teamwork and collective honor; ethnic fitness dance teaching can highlight excellent traditional Chinese culture. Aerobics training can emphasize perseverance, self-discipline, and self-transcendence; and group choreography can emphasize responsibility, communication, cooperation, and innovative expression. The evaluation of curriculum-based ideological and political education should also include learning attitude,

cooperative performance, cultural understanding, and value expression.

Improving the evaluation system and emphasizing process-oriented and developmental evaluation

The evaluation of college aerobic dance courses should break away from the single summative assessment model and construct a multidimensional evaluation system, which consists of four core dimensions. First, learning process evaluation, including attendance, classroom participation, after-class practice, and learning attitude. Second, skill performance evaluation, including movement standardization, rhythm control, body posture, and expressiveness. Third, cooperative choreography evaluation, including group division of labor, movement innovation, formation changes, and theme expression. Fourth, developmental evaluation, including improvement in physical fitness, degree of learning progress, and changes in exercise interest. Through diversified evaluation, curriculum standardization can be ensured while individual developmental differences among students can also be reflected.

Strengthening resource construction and establishing a curriculum quality assurance mechanism

Universities should guarantee the construction of aerobic dance courses in terms of teachers, venues, resources, and systems. First, specialized teacher training should be strengthened to improve teachers' abilities in aerobic dance techniques, music editing, movement choreography, curriculum-based ideological and political education, and digital teaching. Second, aerobic dance curriculum resource banks should be established, covering movement decomposition videos, music resources, teaching cases, evaluation rubrics, and outstanding student works. Third, teaching venues and equipment should be improved, including necessary audio equipment, mirror classrooms, and online teaching platforms. Finally, curriculum construction teams should be established, and course quality should be continuously improved through collective lesson preparation, teaching observation, curriculum evaluation, and student feedback.

Conclusion

Aerobic dance courses in higher education are promising types of public physical education courses in the context of curriculum reform. Their value is reflected not only in improving students' physical fitness and sports skills but also in aesthetic education, cultural inheritance, social

interaction, psychological adjustment, and value formation. Existing policies and studies provide support for the development of aerobic dance courses. National policy documents emphasize the importance of health-first physical education, school physical education reform, aesthetic education, and curriculum-based ideological and political education. International evidence suggests that physical activity and dance-based interventions can contribute to health, motivation, psychological well-being, and social development.

However, problems such as unclear curriculum positioning, fragmented content systems, insufficient teaching innovation, single evaluation methods, and inadequate resource support remain. In the future, the construction of aerobic dance courses in higher education should be based on the health-first and student-centered philosophies. It should promote comprehensive curriculum goals, modularized curriculum content, diversified teaching methods, natural integration of ideological and political education, developmental evaluation, and systematic resource support. Only in this way can aerobically dance courses truly shift from simple movement instruction to comprehensive education that promotes college students' physical and mental health, aesthetic development, and holistic growth.

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