

Evaluation and Improvement of College Dance Course Based on Multiple Intelligences Theory

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Abstract

Based on the theory of multiple intelligences, this paper discusses the methods and strategies for the evaluation and improvement of college dance courses. Firstly, this paper introduces the concept and development of multiple intelligence theory and emphasizes its complement and perfection to traditional intelligence theory. Then, it analyzes the problems and shortcomings of current college dance courses, including overemphasis on skill training and single evaluation criteria. Then, it puts forward the curriculum evaluation index based on the theory of multiple intelligences, including the evaluation of students' multiple intelligences development and the evaluation of curriculum design and teaching methods. At the same time, curriculum evaluation tools and methods are discussed, such as questionnaire survey, observation record, learning achievement display and student self-rating. In the aspect of curriculum improvement and perfection strategy, it emphasizes the application of multiple intelligence theory, interdisciplinary integration and the introduction of scientific and technological means. In terms of curriculum implementation and effect evaluation, the importance of students' comprehensive intelligent evaluation and students' feedback is emphasized. Finally, the paper summarizes the practical value of the evaluation and improvement of college dance courses based on the theory of multiple intelligences and looks forward to the future research direction and prospects.

Keywords: theory of multiple intelligences, college dance curriculum, evaluation and improvement

1. Introduction

The evaluation and perfection of college dance course is the key link to improve teaching quality and students' development. The application based on the theory of multiple intelligences can provide guidance and support. The theory of multiple intelligences holds that everyone has multiple types of intelligence, such as linguistic intelligence, logical and mathematical intelligence, spatial intelligence, and musical intelligence. In the college dance course, it is necessary to design diversified teaching activities and evaluation methods according to the intelligent types and characteristics of students, so as to promote the all-round development of students.

2. Overview of Multiple Intelligences Theory

2.1 The Proposal and Development of Multiple Intelligences Theory

Multiple Intelligence Theory is a theory of intelligence proposed and developed by American psychologist Howard Gardner in 1983. "Intelligence is a kind of biopsychological potential", which is the ability to solve problems or make products in a specific cultural context or society (Shen Zhilong, 2009). The traditional intelligence theory mainly defines intelligence as the ability to solve problems with words and logical reasoning, while the multiple intelligence theory holds that human intelligence is composed of a variety of interrelated intelligence.

The theoretical basis of traditional teaching is behaviorism psychology (Zeng Xiaojie, 2001). The proposal of the theory of multiple intelligences breaks the traditional one-size-fits-all intelligence evaluation system and

emphasizes the differentiated development of individuals and the differentiated application of educational methods. It provides a comprehensive and diversified perspective, so that educators can better understand and cope with the differences of students and provides a scientific guidance for education and teaching. The theory of multiple intelligences is called “a learner-centered learning theory” (Guild, 1997), and educators can pay more attention to and cultivate students’ multiple intelligences and provide students with more personalized and diversified learning opportunities and resources (Silver et al., 1997). The theory of multiple intelligences has promoted the educational reform in various countries in the world and has also provided useful enlightenment for the ongoing curriculum reform of basic education and the practice of quality education in China (Howard Gardner & Shen Zhilong, 2003).

2.2 The Core Idea and Basic Principle of Multiple Intelligences Theory

The theory of multiple intelligences holds that “the way of human thinking and cognition is multiple”, Gardner believes that “intelligence is not a kind of ability but a group of abilities, and intelligence exists not in an integrated way but in an independent way” (Zhong Zhixian, 2004). According to Gardner, Intelligence includes Verbal/Linguistic Intelligence, Logical/Mathematical Intelligence, Visual/Spatial Intelligence, Musical/Rhythmic Intelligence, Bodily/Kinesthetic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalist Intelligence, Existential Intelligence (Yang Jie, 2004). Each person has different strengths and weaknesses in these types of intelligence, and each type of intelligence can be fully developed and applied in a specific field.

The basic principle of multiple intelligences theory is individual difference and individual development. The theory of multiple intelligences holds that each person has different advantages and disadvantages in different types of intelligence, and each person has his or her own unique intelligence composition. The theory of multiple intelligences emphasizes the difference and diversity of individuals and believes that everyone should develop and apply in their own advantageous intelligence field. In addition, the theory of multiple intelligences also emphasizes the development and growth of individuals, believing that everyone’s intelligence can be improved and developed through education and training.

Education and evaluation methods based on multiple intelligences theory focus on individual differences and individual development. In education, we should design diversified teaching activities and evaluation methods according to the types and characteristics of students’ intelligence, so as to meet the different needs of each student’s intelligence development. In the evaluation, students’ performance and development in different areas of intelligence should be considered comprehensively, as well as whether the design and teaching methods of the curriculum can stimulate the development of students’ multiple intelligences. Through the education and evaluation method based on the theory of multiple intelligences, it can better promote the all-round development of students, improve the teaching quality and learning effect.

3. Analysis of the Current Situation of College Dance Courses

College dance courses play an important role in the education system, which is not only an important way to cultivate students’ aesthetic taste and physical quality, but also an important platform to enhance students’ comprehensive quality and personal charm. However, at present, there are some problems and deficiencies in college dance courses, which are as follows:

First of all, college dance courses mainly focus on traditional dance skills and basic movement training, lack of understanding of dance culture, and outdated teaching methods (Zhao Tao, 2016). The teaching content pays more attention to the improvement of dance-related techniques, while weakening the cultivation of students’ other abilities (Xie Yunlong, 2022). Theoretical teaching lacks practical application. Lack of multidimensional curriculum design (Gang Yi & Cao Shengdi, 2016), unitary teaching methods, neglect of students’ needs and lack of personalized student training plan (Jin Yina & An Xiangdan, 2023), lack of cultivation of students’ multiple intelligences. According to the theory of multiple intelligences, everyone has multiple types of intelligence, including linguistic intelligence, logical and mathematical intelligence, musical intelligence, and body-kinesthetic intelligence. Therefore, in college dance courses, we should pay attention to cultivating students’ various intelligences and stimulate students’ learning interest and development potential through diversified teaching activities and evaluation methods.

Secondly, the evaluation criteria of college dance courses are relatively unitary. Traditional dance evaluation mainly focuses on students’ dance skills and performance ability (Li Miao, 2014), ignores students’ performance and development in music, dance creation, interpersonal communication and other aspects, and lacks effective docking with employment needs (Gang Yi, 2014). According to the theory of multiple intelligences, each person has different advantages and potentials in different areas of intelligence. Therefore, when evaluating college dance courses, we should establish a multi-intelligence evaluation system, fully consider the development of students in different intelligence fields, and comprehensively evaluate the dance ability and level of students.

In addition, attention should also be paid to the improvement of college dance courses. The quality of college

dance teaching is affected by various and disordered courses, limited professional learning to the classroom, lack of social practice, and low degree of students' attention to learning (Wang Linai et al., 2014), and the characteristic courses are not obvious enough (Liu Yanling, 2012). The design of college dance courses should pay attention to the comprehensive development of students and cultivate their creativity, expression ability and critical thinking. At the same time, it is also necessary to pay attention to the construction and improvement of teaching staff and teaching facilities. The teaching team of college dance courses should have professional knowledge and multiple intelligence teaching ability and be able to carry out accurate teaching according to the characteristics and needs of students, and guide the all-round development of students. Teaching facilities also need to be upgraded to provide students with a better dance learning environment and promote their all-round development.

4. Curriculum Evaluation Index Based on Multiple Intelligences Theory

4.1 Application of Multiple Intelligences Theory in Dance Education

In dance education, the theory of multiple intelligences emphasizes the importance of training dance talents with comprehensive technical application ability (Pu Hongmei, 2014). It emphasizes the importance of developing students' intelligence in dance teaching practice (Zhao Yue, 2016). The importance of this theory in promoting the all-round development of students and the innovation and optimization of teaching models is emphasized (Zou Peng, 2022). The application of multiple intelligences theory can promote the all-round development of students, stimulate the potential of students and improve the learning effect.

The application of multiple intelligences theory can help students better understand the dance knowledge and improve the learning effect. According to the theory of multiple intelligences, each student has his own unique intelligence type, such as musical intelligence, spatial intelligence, body kinesthetic intelligence and so on. In dance education, teachers design corresponding learning activities and teaching methods according to students' intelligence types, so that students can better understand and learn dance knowledge in their own intelligent fields. For example, for students with strong musical intelligence, the artistic performance of dance can be improved through the understanding and expression of musical rhythm. For students with strong spatial intelligence, the accuracy and beauty of dance movements can be improved through spatial perception and performance. Through this kind of teaching design, students can be more active and actively participate in learning and improve the learning effect.

The application of multiple intelligences theory can promote the development of students' innovative thinking and interdisciplinary ability. According to the theory of multiple intelligences, different types of intelligences are interrelated and promote each other. In dance education, teachers combine dance with other disciplines in an interdisciplinary way to cultivate students' interdisciplinary thinking ability and inspire students' innovative consciousness. For example, by integrating dance with music, literature, drama, visual arts and other disciplines, students can expand their knowledge through interdisciplinary methods, so that they can not only learn dance, but also have access to knowledge in other related fields, which can not only increase students' comprehensive ability of disciplines, but also enable them to better understand and appreciate the art of dance.

The application of the theory of multiple intelligences can help students develop their individual strengths and self-confidence better. According to the theory of multiple intelligences, each student has his or her own unique intelligence type and potential. In dance education, teachers give full play to the potential of students, so that they can develop their own personality and improve their self-confidence in the process of learning dance. For example, students with strong physical kinesthetic intelligence can improve their dancing skills through exercise and training; For students with strong interpersonal intelligence, enhance interpersonal skills through collaborative dance and group creation. Through such teaching design, students can better play their own advantages, establish self-confidence, and cultivate individual strengths.

4.2 Construction of Curriculum Evaluation Index Based on Multiple Intelligences Theory

The construction of curriculum evaluation index based on multiple intelligences theory is to evaluate the effectiveness of college dance courses and students' learning effect more comprehensively. Therefore, when evaluating college dance courses, students' performance in different areas of intelligence should be considered comprehensively, and their learning outcomes and comprehensive literacy should be evaluated through a variety of evaluation indicators.

Evaluation indicators should include an assessment of students' dancing skills. Dance skills are an important part of college dance courses. By assessing the accuracy, coordination and flexibility of students' dance movements, we can understand their mastery of dance skills.

The evaluation indicators should also consider the performance of students in terms of dance performance ability. Dance performance is one of the important goals of college dance courses. We can understand the development of students' dance performance ability by assessing their confidence in stage performance,

expression of expression and emotion, and shaping of dance image.

Evaluation indicators also include students' performance in dance creation. Dance creation is an important part of cultivating students' creativity and artistic aesthetics. Through assessing students' dance creativity, choreography ability, uniqueness and artistry of dance works, we can understand their development in dance creation.

Evaluation indicators should also consider students' performance in dance appreciation and theory. The study of dance appreciation and theory can help students better understand and appreciate the art of dance and understand their development in dance appreciation and theory by assessing their ability to analyze dance works, dance history and dance theory.

5. Curriculum Evaluation Tools and Methods

5.1 Questionnaire Survey

Questionnaire survey is a commonly used tool for curriculum evaluation. By sending questionnaires to students, opinions and feedbacks on course content, teaching methods and learning effects are collected to evaluate the quality and effect of courses. Questionnaire survey plays an important role in the evaluation and improvement of college dance courses based on the theory of multiple intelligences.

Questionnaire survey can help teachers understand students' satisfaction with the course and evaluation of learning effect. Therefore, the teaching strategy and course design can be adjusted in time to improve the teaching effect and students' learning satisfaction. Questionnaire survey can help teachers find the problems and shortcomings in the curriculum. By analyzing students' feedback, teachers can find problems in time and make improvements to improve the quality and teaching effect of the course. The questionnaire can also help teachers understand the types and development of students' multiple intelligences. Teachers can understand the development of students in different areas of intelligence and make personalized teaching design and evaluation according to these situations.

Questionnaire surveys also have some limitations. First of all, students' answers may be subjective and inaccurate, so teachers need to take a comprehensive consideration when analyzing the questionnaire results. Secondly, questionnaire survey can only understand the superficial opinions of students, which may not fully reflect the real feelings and needs of students. Therefore, when conducting the questionnaire survey, teachers should also have face-to-face communication with students to further understand the ideas and feedback of students.

5.2 Observation Record

Observation record is an important tool and method to evaluate the effect of college dance courses. By observing students' performance and learning in class, students' learning progress and development can be fully understood, so as to better evaluate the quality and effect of the course.

Teachers need to focus on the following four areas. First, observe students' learning attitude and participation degree. Observe whether students actively participate in class activities, whether they focus on learning content, and whether they have a passion and interest in learning dance. These observations can preliminarily judge students' acceptance of the course and learning effect. Second, observe students' performance in dance skills and movement performance. Observe the students' mastery of dance skills, such as body coordination, movement flexibility, dance beauty and so on. At the same time, we can also observe the performance of students in dance performance, such as stage performance, emotional expression and so on. These observations can evaluate students' progress and achievements in their dance studies. Third, they can observe students' performance in teamwork and interpersonal communication. Observe the degree of cooperation of the students in the dance team, such as whether they can cooperate with the partner, whether they can follow the arrangement of the instructor. At the same time, students can also observe the interaction and communication between teachers and classmates in the classroom. These observations can evaluate students' teamwork awareness and interpersonal communication skills in dance learning. Fourth, they can observe students' performance in innovative thinking and artistic expression. Observe students' innovative and personalized expression in dance creation and performance, such as whether they can play independently and show their unique artistic style. These observations can evaluate students' creativity and artistic talent in dance learning.

5.3 Learning Achievement Display

Learning achievement display is an important course evaluation tool to evaluate students' learning achievement and comprehensive quality in college dance courses through their work display or performance. The display of learning results can be the arrangement and performance of dance works, or the display of students' achievements in dance creation and dance theory research. Through the display of learning results, we can intuitively understand the level and ability of students in dance skills, dance performance, dance creation and

other aspects.

The presentation of learning results has several advantages. First, it can stimulate students' learning interest and motivation. Through the exhibition can fully demonstrate their talent and ability, be recognized and appreciated, thereby increasing the interest and enthusiasm for dance learning. Second, it can improve students' self-confidence and self-expression ability. By facing the audience, they are encouraged to overcome tension and pressure, improve their self-confidence and self-expression ability. Third, to promote exchanges and cooperation among students. Students can observe and learn from each other, exchange experiences and ideas, and promote each other's growth and progress. Fourth, a kind of evaluation and feedback to the teaching effect of the course. Teachers can understand students' learning outcomes and ability levels, so as to evaluate and adjust the teaching effect of the course.

In the presentation of learning results, the following three points should be noted. First, the works or performances displayed should meet the requirements of the course and the actual level of the students and be consistent with the teaching objectives of the course. Second, the works or performances on display should be innovative and personalized. Third, the work or performance presented should be able to capture the attention and interest of the audience.

5.4 Student Self-Assessment

Student self-assessment is an important curriculum evaluation tool, which can help students better reflect on their own learning process and learning results and improve self-cognition and learning motivation. Dance is an art form that requires personal expression and emotional investment. Self-evaluation can enable students to better understand and evaluate their own dance performance, thus improving their self-cognition and self-management ability.

There are many ways for students to self-evaluate. First, students can be asked to write a study summary and self-evaluation article after the course. By reviewing the learning process in the course, I summarize my achievements and shortcomings and propose my own improvement plan and goals. Self-assessment essays can help students better understand their own learning situation and provide guidance and direction for their future learning. Second, students can be asked to make self-videos and watch replays, and then make self-evaluations. By watching your own performance and evaluating your own performance in terms of movement, performance, rhythm sense, etc., you can evaluate your own dance skills and performance ability more objectively and find out what you need to improve. Third, organize student evaluation. Through mutual evaluation, students learn to appreciate and evaluate the performances of others, and at the same time accept the evaluation and feedback of others on their own performance, helping students to understand their own dance performance more objectively, and find their own shortcomings and improvement direction from the evaluation of others.

6. Application of Multiple Intelligences Theory in College Dance Courses

6.1 Give Full Play to the Potential of Students

In the college dance course, giving full play to the potential of students is one of the important goals based on the theory of multiple intelligences. Therefore, in the college dance course, the teaching design and teaching methods should be used to give full play to the potential of students in different intelligence fields and help them develop comprehensively.

First of all, through the design of the course content, stimulate the learning interest and motivation. The dance course covers different dance styles, dance techniques and dance forms, giving students the opportunity to be exposed to different types of dance and choose the direction they are interested in for further study. For example, for students with strong musical intelligence, the understanding and expression of musical rhythm and beat can be introduced, so that they can better integrate with music; For students with strong physical kinesthetic intelligence, we can pay attention to the practice and skill training of dance movements to help them better master dance skills. For students with strong interpersonal intelligence, they can improve their teamwork and communication skills through collaborative dance and group creation. Through such course design, students can give full play to their potential in different intelligent fields and stimulate their learning interest and potential.

Secondly, through the choice of teaching methods, stimulate students' learning ability and creativity. The teaching methods of college dance courses are diverse, which can adopt traditional teaching methods, such as demonstration teaching, skill training, etc., or introduce innovative teaching methods, such as inquiry learning and cooperative learning. Through a variety of teaching methods, students can stimulate their learning interest and creativity, so that they can play their potential in the process of learning dance. For example, organize students to work in groups, let them jointly explore the innovation and performance of dance movements, and cultivate their creativity and teamwork ability; Through the introduction of emotional expression and dance creation, students can express their feelings and thoughts through dance to improve their performance ability and artistic expression ability. Through this teaching method, students can better develop their potential and improve

their learning ability and creativity.

Finally, through the optimization of evaluation methods, full play to the potential of students. The traditional dance course evaluation mainly takes the technical level and performance ability as the evaluation criteria, ignoring the development of students in other intelligent fields. Therefore, a multi-intelligence evaluation system should be established to fully consider students' performance and development in music, dance creation, interpersonal communication, etc., and comprehensively evaluate students' dance ability and level. Through multiple intelligence evaluation, students' potential in different intelligence fields can be found better, and timely recognition and guidance can be given to promote their all-round development.

6.2 Cultivate Students' Multiple Intelligences

In the college dance course, cultivating students' multiple intelligences, being able to develop and use different types of intelligences, helps to improve students' dance skills and artistic performance.

In developing musical intelligence. Music is an important part of dance performance. By cultivating students' musical intelligence, it can help them better understand and use musical elements and improve the rhythm and expression of dance. Teachers can cultivate students' sensitivity and understanding of music through music appreciation, music theory and music creation, so that they can better interact with and integrate with music.

In terms of cultivating spatial intelligence. Dance is a kind of spatial art. By cultivating spatial intelligence, students can better grasp the spatial position and direction of dance movements and improve the coordination and beauty of dance. Through spatial perception training, choreography and dance creation, the students' sensitivity and understanding of space are cultivated, so that they can better show good spatial expression in dance.

In developing interpersonal intelligence. Dance is a group art that requires cooperation and coordination among students. Cultivating students' interpersonal intelligence can help them cooperate with others better, improve the teamwork ability and performance effect of dance. Through group dance training, cooperative dance performance and other ways to cultivate students' team consciousness and communication skills, so that students can better cooperate with others to complete dance works together.

In the development of body movement intelligence. Dance is a kind of body art, which helps students to better master dance skills and movement expression ability by cultivating body movement intelligence. Through physical training, dance skills training and other ways to cultivate students' physical coordination and flexibility, so that they can better use the body to express the beauty and emotion of dance.

6.3 Improve the Learning Effect of Students

The application of multiple intelligences theory in college dance course is helpful to improve students' learning effect. By giving full play to students' potential and cultivating students' multiple intelligences, it can stimulate students' learning interest and motivation and improve their learning effect.

First of all, the theory of multiple intelligences believes that everyone has multiple types of intelligence, while traditional dance courses tend to focus only on students' skills and physical training, ignoring students' other aspects of intelligence potential. Therefore, by introducing different learning activities and evaluation methods into the dance course, it can stimulate the development of students' various intelligences and enhance their various abilities. For example, students with strong physical kinesthetic intelligence can improve their dancing skills through exercise and training; For students with strong musical intelligence, the artistic performance of dance can be improved through the understanding and expression of musical rhythm. For students with strong interpersonal intelligence, enhance interpersonal skills through collaborative dance and group creation. Through the application of multiple intelligence theory, students can give full play to their advantages in dance learning and improve the learning effect.

Secondly, the application of multiple intelligences theory can also help students better understand the dance knowledge and further improve the learning effect. Through the teaching design and evaluation methods for different types of intelligence, we can better meet the learning needs of students, so that every student can find their own advantages in dance learning and stimulate the enthusiasm of learning. For example, the introduction of music elements in the dance course can help students better understand the relationship between dance and music and improve the artistic expression of dance. Introducing the learning of dance creation into the dance course can cultivate students' creativity and expression ability. Through such teaching design and evaluation method, students can better understand the dance knowledge and improve the learning effect.

7. Strategies for Curriculum Improvement and Perfection

7.1 Introduce the Theory of Multiple Intelligences

Introducing the theory of multiple intelligences is an important strategy to improve and perfect college dance

courses. The theory of multiple intelligences holds that each person has multiple types of intelligence, which are enhanced and developed through education and training. In college dance courses, the introduction of multiple intelligences theory can help students give full play to their potential and improve the learning effect.

In terms of giving full play to their potential, different learning activities and evaluation methods can be introduced into the dance course to stimulate the development of various intelligence of students, so that they can give full play to their advantages in dance learning and achieve all-round development. In terms of improving the learning effect, the teaching design and evaluation methods for different types of intelligence can better meet the learning needs of students and stimulate their learning interest and motivation. For example, for students with strong musical intelligence, the artistic performance of dance can be improved through the understanding and expression of musical rhythm. For students with strong interpersonal intelligence, interpersonal skills can be improved through collaborative dance and group creation.

7.2 Emphasis on Interdisciplinary Integration

In the process of the improvement and perfection of college dance courses, an important strategy is to emphasize interdisciplinary integration. As a comprehensive art form, dance is closely related and intersecting with other subject areas. Through the organic combination of dance and other disciplines, the course content is enriched, the knowledge of students is expanded, and the comprehensive ability of students is improved.

First of all, it provides a broader disciplinary vision for university dance courses through interdisciplinary integration. Dance is not only a form of physical performance, it is also closely related to music, literature, drama, visual arts and other disciplines. By integrating dance with these disciplines, students can learn dance while also being exposed to knowledge in other related fields. For example, students learn dance history, dance aesthetics, dance choreography and other content, understand the development process and artistic connotation of dance, and cultivate students' critical thinking and creative thinking. Such interdisciplinary integration can not only increase the students' comprehensive ability of disciplines, but also enable them to better understand and appreciate the art of dance. Secondly, it stimulates students' innovative thinking and interdisciplinary ability through interdisciplinary integration. Interdisciplinary integration can provide students with more innovative ideas and inspiration. By combining dance with other disciplines, it cultivates students' interdisciplinary thinking ability and inspires students' innovative consciousness. For example, students create unique choreography through the combination of dance and music; Through the combination of dance and visual art, the dance image with artistic sense is created. Such interdisciplinary integration helps to cultivate students' creativity and innovation ability and improve their comprehensive quality. Finally, the practicability and application of college dance courses are improved through interdisciplinary integration. Interdisciplinary integration enables students to better understand the practical application scenarios of dance. By combining dance with disciplines such as sports, psychology, and education, students develop their ability to teach and cooperate with others. For example, through the combination of dance and sports, to develop students' physical quality and sports skills; Through the combination of dance and psychology, students' emotional expression ability and performance skills are cultivated. Interdisciplinary integration enables students to better apply their dance skills to real life and work and improve their competitiveness in employment.

7.3 Combined with Modern Technological Means

In the improvement and perfection of college dance courses, it is an important strategy to combine modern technology. With the continuous development of science and technology, modern technology has become an important resource in the field of education. In the university dance course, combined with the application of modern scientific and technological means, to provide students with a more diversified learning experience and promote their all-round development.

First, technologies such as virtual reality (VR) and augmented reality (AR) can be leveraged to provide students with a more authentic, immersive dance learning experience. Through virtual reality technology, you can participate in the dance performance and feel the beauty of the dance movement and the charm of the rhythm. Through augmented reality technology, through devices such as mobile phones or tablets, virtual dance elements are combined with the real environment to create a new form of dance performance. The application of such technology can effectively improve students' understanding and expression of dance and stimulate their creativity and imagination. Secondly, the use of the Internet and online learning platforms to provide a wider range of learning resources and communication platforms. Through the Internet to obtain a wealth of dance teaching videos, learning materials and literature, broaden the learning horizon and knowledge. At the same time, with the help of online learning platform, participate in distance teaching and online discussion, interact and communicate with other students and professional teachers, and jointly improve dance skills and artistic performance. Finally, data analytics and artificial intelligence technologies are used to provide personalized learning support and assessment for students. Through the collection of students' learning data and performance, and the use of data analysis and artificial intelligence technology to process and analyze, tailor-made learning

plans and teaching feedback for students, to help them better develop their dance talent and potential.

8. Curriculum Implementation and Effect Evaluation

8.1 Implementation Strategy of Multiple Intelligences Theory

Diversified design of teaching content. According to the requirements of the theory of multiple intelligences, teachers integrate different types of learning content into the course design. For example, in college dance courses, dance skill training is combined with multiple intelligent fields such as music, dance art appreciation, and creative dance choreography, so that students can fully develop various intelligences in dance learning.

Diverse application of teaching methods. According to students' multiple intelligences, teachers adopt different teaching methods to stimulate students' learning interest and enthusiasm. For example, for students with strong musical intelligence, the artistic performance of dance can be improved through the understanding and expression of musical rhythm. For the students with strong physical movement intelligence, the dance skills can be improved through physical training and dance movement practice.

Diverse design of learning activities. Teachers design diverse learning activities that allow students to explore and develop in different areas of intelligence. For example, organize students to cooperate in group dance creation to cultivate their interpersonal intelligence and creative thinking; Organize students to participate in dance competitions or performances to improve their performance intelligence and self-awareness.

Diversified application of evaluation methods. In curriculum evaluation, teachers use various intelligence domains covered by the theory of multiple intelligences to evaluate students' learning outcomes. For example, through the evaluation of dance performance, the creation and performance of music works, the evaluation of choreography, etc., the development of students in various intelligent fields of dance learning is comprehensively evaluated.

Emphasis on individual differences of students. When implementing the theory of multiple intelligences, teachers should pay full attention to the individual differences of students and attach importance to the advantages and potential of each student. Through individual tutoring, personalized guidance and other ways, we provide targeted support and help for different types of students' intelligence and promote the all-round development of students.

The implementation strategy of the theory of multiple intelligences mainly includes the diversified design of teaching content, the diversified application of teaching methods, the diversified design of learning activities, the diversified application of evaluation methods and the importance of individual differences of students. Through rational use of these strategies, we can better promote the development of students' multiple intelligences and improve the teaching effect and learning results of college dance courses.

8.2 Assess Students' General Intelligence

In assessing the comprehensive intelligence of students, a variety of methods and tools are used to gain a comprehensive picture of the development of students in different areas of intelligence. Here are some common assessment methods:

First, observe classroom performance. By observing students' learning attitude, learning motivation, participation degree, dance skills and performance ability, the comprehensive intelligence development of students is preliminarily assessed. Observations can be made through direct observation and recording by teachers, or through self-observation and reflection by students.

Second, comprehensive intelligence is assessed through the display of works. Students demonstrate their achievements in dance learning through dance works, creative works, and stage performances. Through observing and evaluating the quality, creativity and expressiveness of students' works, we can understand the comprehensive intelligence development of students in dance creation, performance and artistic expression.

Third, self-evaluation and peer evaluation are adopted. Students reflect on their performance and growth in dance learning through self-evaluation and assess their development in different areas of intelligence. At the same time, peer evaluation allows students to observe and evaluate each other and understand their comprehensive intelligence development in dance learning from different angles.

Fourth, use questionnaire survey to collect feedback. The questionnaire survey includes the evaluation of the course content, teaching method, learning effect and other aspects to understand the students' satisfaction with the dance course and learning harvest, so as to indirectly evaluate the students' comprehensive intelligence development.

The comprehensive application of the above assessment methods can better understand the comprehensive intelligence development of students in dance learning. The assessment results provide teachers with targeted feedback and guidance to help students further develop and improve. At the same time, the evaluation results

also provide the basis for the improvement and perfection of the curriculum and promote the improvement of teaching quality.

8.3 Pay Attention to Student Feedback

In the implementation of university dance courses, it is very important to pay attention to the feedback of students. Students are the direct beneficiaries of the curriculum, and their evaluation of curriculum satisfaction and learning harvest can provide valuable reference and feedback information to help teachers and schools improve and perfect the curriculum.

First of all, it is a common method to collect students' feedback through questionnaire survey. A questionnaire for college dance courses can be designed, including questions about course content, teaching methods, teachers' teaching attitude and students' learning feelings. Through the questionnaire survey, we can understand the students' overall satisfaction with the course, as well as the evaluation and suggestions on specific aspects. The results of questionnaire survey can provide reference for teachers and schools, help them to understand the needs and expectations of students, adjust teaching strategies, and improve the quality of courses. In addition, feedback from students can be collected through interviews, group discussions, etc. The interview provides a deeper understanding of the individual differences and needs of the student and gives the student the opportunity to express their views and suggestions in detail. Group discussions can promote communication and interaction between students, allowing them to discuss and ask questions together in a group, so as to get more feedback.

After collecting feedback from students, teachers and schools should take students' opinions and suggestions seriously. First of all, listen to students patiently and respect their opinions and feelings. Secondly, the students' feedback should be comprehensively analyzed and summarized to find out the root cause of the problem and formulate corresponding improvement measures. Finally, feedback on the results of improvement measures should be given to students in a timely manner, so that students know that their opinions are valued and have contributed to the improvement of the course.

By paying attention to the feedback of students, the problems existing in the course can be found and solved in time, and the teaching quality of the course and the learning effect of students can be improved. At the same time, it can also enhance students' sense of participation and belonging and stimulate their learning motivation and enthusiasm. Therefore, in the implementation of college dance courses, teachers and schools should attach great importance to the feedback of students and take it as an important basis for course improvement and perfection.

9. Conclusions

The evaluation and improvement of college dance courses based on the theory of multiple intelligences has important practical value. Firstly, the application of multiple intelligences theory can promote the all-round development of students. Traditional dance courses often only focus on students' skills and physical training, ignoring students' other aspects of intellectual potential. The theory of multiple intelligences holds that each person has his own unique intelligence type, including body kinesthetic intelligence, music intelligence, interpersonal intelligence and so on. Through the introduction of different learning activities and evaluation methods in the dance course, it can stimulate the development of students' various intelligences, enhance their various abilities, and achieve all-round development. Secondly, curriculum evaluation and improvement based on the theory of multiple intelligences can improve the teaching quality. By comprehensively considering the performance and development of students in different areas of intelligence, students' dance ability and level can be evaluated more comprehensively. Traditional evaluation methods tend to focus only on technical level and dance performance ability, ignoring the development of students in other areas of intelligence. The evaluation method based on the theory of multiple intelligences can better reflect students' comprehensive literacy and ability performance, provide teachers with more comprehensive evaluation results and improvement directions, and improve teaching quality.

The evaluation and improvement of college dance courses based on the theory of multiple intelligences can also stimulate students' learning interest and motivation. Each student has their own unique type of intelligence and learning style, and traditional teaching methods often do not meet the needs of all students. The curriculum design and evaluation based on the theory of multiple intelligences can provide more diversified and personalized learning activities and evaluation methods according to the types and characteristics of students' intelligence. This can increase the participation and enthusiasm of students, stimulate their learning interest and motivation, and improve the learning effect.

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