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Satisfaction with Blended Teaching in Post-Pandemic Dance Teaching in Higher Education of Dance Performance Program, HUHST

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Abstract: The purpose of this research is to study the advantages, and disadvantages of the blended teaching model. The sample size was determined by the Krejcie & Morgan (1970) sampling table, using stratified sampling. The study participants were 123 students of the Dance Performance Program, School of Music and Dance, Hunan University of Humanities, Science and Technology. The research tool was a questionnaire that had a reliability of 0.878. The statistics used for data are percentages, averages, and standard deviations. The research results indicate that: sensory experience, service experience, and interactive experience have a positive and significant impact on college students' satisfaction. and based on research conclusions and practical teaching experience, a blended teaching model suitable for cultivating dance performance talents is proposed. "Micro courses" that are suitable for the characteristics of the information age are selected as the carrier for case development to design courses, to better explore the application of blended teaching models in dance teaching in higher education institutions.
Keywords: Satisfaction; Blended Teaching; Dance Teaching; Higher Education

1. Introduction

Nowadays the Internet has become an indispensable part of human daily life. Especially The influence of COVID-19 in 2019, brought new opportunities and challenges to the dance teaching industry. Under the promotion of such teaching reform, universities have started to update and optimize their educational concepts and teaching models. On the basis of traditional teaching models, integrate new models and highlight the 'subjectivity' of students, transforming traditional and single offline teaching into mixed online + offline teaching. This holistic transformation of teaching philosophy, teaching methods, and teaching media creates a more organic whole between "teaching" and "learning". On the one hand, for the "teaching" of the teaching subject, it expands the teaching space and enriches the teaching methods. On the other hand, the "learning" of the teaching object, emphasizes the subjectivity of students, stimulates their ability to learn independently, and makes the "learning" and "learning" more harmonious, Enabling efficient improvement of learning efficiency.

He Kekang (2006) is the first person to advocate the concept of hybrid teaching in China, and defines blended teaching as the integration of the advantages of traditional face-to-face teaching and E-learning, leveraging the teacher's inspiring, guiding, and monitoring role in the teaching process. At the same time, it is necessary to reflect students' initiative, enthusiasm, and creativity in the learning process, and combine the advantages of the two to learn from each other, in order to achieve the optimization of teaching effectiveness. Therefore, based on the network teaching platform, the hybrid teaching model with open Learning space came into being and gradually attracted widespread attention. However, in the actual development process, due to the unreasonable design of offline classroom teaching activities, the lack of classroom effect creation and active teaching interaction, there are problems such as the disconnection between theory and practice, the separation of teaching and learning, and the emotional alienation between teachers and students, which greatly reduces the teaching effectiveness of the blended teaching model. Therefore, finding new breakthroughs in the integration of teaching and learning to meet the personalized learning needs of students has become an urgent task. Therefore, this study analyzes the application of blended teaching mode in university dance teaching through literature collection and combined with my own practical experience in university dance teaching and further summarized some techniques for applying blended teaching mode in dance teaching in universities through teaching achievements.

Figure 1.1 Research Framework

2. Literature Review

The literature is analyzed from the following aspects to define related concepts:

1. E-learning systems
2. Blended Learning
3. The Satisfaction
4. Related Research

1.1 E-learning systems

The e-learning system can be traced back to the computer-aided education development project of the University of Illinois jointly invested by the United States Department of Education and the National Science Foundation in the 1960s. The concept of an e-learning system has not yet been clearly proposed. Until the end of the last century, the academic community mostly adopted concepts such as online education and online education. Hiltz (1994) believed that an e-learning system refers to "putting a course and related information on a web page on the Internet to form a virtual shared Learning space, so as to achieve face-to-face learning results of web applications". During this period, many scholars proposed their own views on the e-learning system.

1.2 Blended Learning

The relevant research on the interpretation of the definition of blended learning is the White Paper on BLearning of NIIT in India in 2002, which points out that blended learning is defined as a learning mode, and most of the time it is used to describe the mixed application of multiple transmission media, different learning events (personalized chemistry, Collaborative learning, group-based learning), and multiple technologies (ELearning, EPSS) and knowledge management technologies. In 2009, the United States Department of Education pointed out that "compared with the simple face-to-face teaching and distance online learning, blended learning is the most effective way of learning". In 2010, the adoption and application of blended learning models in 11 higher education institutions in the United States were investigated by relevant research institutions. Based on specific literature , it is shown that the hot areas of blended learning research abroad are higher education and distance learning, indicating that international educational research institutions have begun preliminary exploration of the combination of online teaching and traditional teaching.

1.3 The Satisfaction

Satisfaction refers to a feeling of satisfaction and pleasure obtained when a person's needs or desires are met. It is more of a state, referring to the state that an individual feels after experiencing their own expectations being met. Therefore, "satisfaction" can be defined as the experience of an individual's expected results being achieved, that is, the sense of pleasure or disappointment generated by comparing perceived results with predetermined expectations. When the service they experience meets their expectations, customers will be satisfied, otherwise, they may not be satisfied or even feel disappointed. From this, it can be found that research on satisfaction initially originated from customer experience research on products or services. Therefore, the concept of learning satisfaction was originally borrowed from "customer satisfaction".

1.4 Related Research

(1) Research on the Etymology of Blended Teaching

There are various research topics on blended learning, and research hotspots mainly focus on higher education, distance learning, and English teaching. In the design research of blended teaching, the design research on teaching models is the most, followed by the design of guidance frameworks, and the design of evaluation tools and process models is the least. There are three terms for blended learning, namely "Blended Learning", "Hybrid Learning" and "Flexible Learning". The expressions of the three words all have the meaning of Blended learning, which are almost synonymous, but also have subtle differences. Blended Learning includes the meaning of merging the two to become better, which is commonly used in North America. "Hybrid Learning" refers to the integration of various technologies, mainly used in the field of military training, and "Hybrid" has a slight meaning of "hybrid" in the dictionary. " Flexible Learning" emphasizes flexibility and is often used in the UK and Australia, without highlighting the meaning of improving, becoming better. Therefore, the best expression is "Blended Learning".

(2) Research on the Development of the Concept of Blended Teaching

Since the end of the 1990s, the concept of blended teaching has gone through three stages: the technology application stage from the perspective of technology, the technology integration stage from the perspective of teachers, and the "Internet plus" stage from the perspective of learners. The first stage is the technology application stage, and the definition of blended learning mainly emphasizes its physical characteristics, the most typical is the definition of the Sloan Consortium: "Hybrid teaching is the combination of classroom teaching and online teaching. It combines two different teaching forms in history, namely, traditional face-to-face teaching and E-learning. Online and face-to-face learning elements are basically combined. " Jones et al. (2016) divided hybrid teaching in this period into several levels: full face-to-face teaching without technical support Information technology application, information technology-assisted teaching and learning, and pure online teaching based on information technology dominance. The combination of any learning technology and face-to-face teaching methods, as well as the combination of learning and work, is aimed at cultivating good learning and work outcomes.

(3) Research on the Implementation of Blended Teaching Application

In the UK, blended learning accounted for over half of the total university investment in 2008. In 2017, 97% of universities in South Korea also adopted blended learning. In 2006, the United States conducted the first international survey to study the Blended learning model of primary and secondary schools in other countries and prepared a report on the status of Blended learning in international primary and secondary schools. It can be seen that some developed countries have widely integrated blended learning into the teaching of primary and secondary schools. Research has shown that compared to online and traditional teaching, students prefer blended learning, and it effectively improves students' learning efficiency. At the same time, the investment cost of education in schools has also decreased. In 2009, Chandra studied the views of middle school students on blended learning and found that online learning is more convenient and beneficial for independent learning and interaction with peers. Students stated that they prefer to face the teacher's questions face-to-face rather than sending suggestions to the teacher via email. In 2009, a school district in Alabama, USA officially adopted blended learning in classrooms and established a campus-based blended learning network, providing a perfect teaching environment for blended learning and expanding the form and scope of school teaching.

(4) Research on the Implementation Effect of Blended Teaching

Learning effectiveness is the research topic that researchers are most interested in. Researchers mainly measure and evaluate the effectiveness of blended learning from aspects such as academic performance and satisfaction. A large number of survey results have shown that students generally agree with blended learning, and overall learning satisfaction is high. Blended learning can significantly improve students' academic performance. The University of Maryland in the United States conducted a blended learning experiment for 10 courses. This experiment demonstrates to some teachers and managers that blended learning is better than traditional teaching. Teachers and students have more energy to carry out tasks such as answering questions, practicing, and discussing in the classroom. Nigeria's Ondo High School has implemented blended learning and demonstrated that it is an effective tool for changing the traditional teacher-centered education approach and re - attracting students. It has also had a significant impact on students' learning outcomes. The Learning Technology Research Association of York University in Canada conducted an online survey on blended learning. The respondents are college students from eight Canadian universities who are participating in blended learning. The survey results show that 61% of students are willing to choose Blended learning courses again. Many existing studies analyze the quality of blended learning by measuring and analyzing students' performance

(such as test and exam scores) and learning satisfaction before and after implementing blended learning. These research results all demonstrate the enormous potential of blended learning.

(5) Research on the Problems of Blended Teaching

Zhang Qiliang (2017) believes that there is still a problem with emphasizing information explanation and neglecting practical ability in blended teaching. Although the traditional combination of teaching and chalk has been changed in teaching methods, it has subsequently become teaching and large screen display of text, without reflecting students' initiative and enthusiasm. There is a lack of interaction between teachers and students, and the classroom is still the teacher's classroom, without returning it to the students.

Study on the satisfaction of electronic learning system references.

Suzanne P.Stokes (2016) of Troy State University, in the journal Internet and Higher Education. The literature measured 145 undergraduate students enrolled in courses based on web-based modules to analyze their satisfaction with learning in a digital instructional environment.

Temple University's Alqurashi (2016) discusses how online learning self-efficacy (OLSE), learner-content interaction (LCI), student-student interaction (LII), and learner-learner interaction (LLI) predict student satisfaction and perception. In the learning study, 167 students were surveyed, and regression found that LCI was the strongest and most significant predictor of student satisfaction, and OLSE was the strongest and strongest predictor of perceived learning.LLI was not a predictor of student satisfaction and perceived learning. Studies have also shown that teachers have adopted strategies to improve students' OLSE, LCI and LII.

3. Research Methodology

a. Population and the sample group

(1) Population

180 students of Dance Performance Program, School of Music and Dance, Hunan University of Humanities, Science and Technology.

(2) The Sample Group

Referring to the Krejcie & Morgan (1970) sampling table, from a population of 180 people so the sample size is 123 students of the Dance Performance Program, School of Music and Dance, Hunan University of Humanities, Science, and Technology.

b. Research Instruments

(1) Research Design

The "Satisfaction Questionnaire for College Students' Blended Teaching" was created to assess student satisfaction with a blended teaching approach. This approach is based on three dimensions: sensory experience, service experience, and interactive experience. The goal is to develop a comprehensive university dance blended teaching model with offline guidance as the primary focus. This model employs the "offline orientation" method, combining dance ontology teaching and talent cultivation goals. It emphasizes "body function" training in offline sessions and supplements it with online or mobile "body culture" learning in a supporting role. The curriculum system prioritizes cultivating dance performance talents through offline guidance, while online teaching centers on designing activities around students' offline learning and personal development.

The blended teaching model is designed around four main aspects: teaching objectives, teaching content, teaching methods, and class hour allocation. The model is illustrated using "Mongols dance" as an example, showcasing both online and offline teaching modes.

The purpose of the research questionnaire is to assess students' satisfaction with the blended teaching mode courseware. Statistical analysis of the questionnaire results will be used to explore improvements in perceived ease of use and perceived usefulness of the blended teaching courseware. The questionnaire comprises 25 questions that have been carefully selected to meet the data requirements of the study.

(2) Questionnaire design

1. Investigate students' background information, including gender, grade, tools used in blended learning, and software used in blended learning.
2. Design 25 related questions based on perceived ease of use and perceived usefulness.

The first part is the status of the respondents.

The second part is the questionnaire that uses the Likert five-component scale to analyze the satisfaction of students from the Dance Department of Hunan University of Humanities and Technology with blended teaching and analyze the average data from two aspects: perceived ease of use and perceived usefulness. Starting from a value of 1-5, satisfaction gradually increases.

(3) Test of questionnaire

1. Validity testing of the questionnaire

Five experts were invited to test the effectiveness of the questionnaire design in the early stage. Change the content of the questionnaire based on expert suggestions, and the questionnaire passed the effectiveness test. (IOC = 0.80-1.00)

2. Confidence testing of questionnaires

Reliability refers to the degree of consistency in obtaining the same results when repeatedly measuring the same thing using the same measurement or measuring tool. This time, we analyzed the reliability of the questionnaire and obtained Cronbach's α The coefficient table is as follows.

3-1 Cronbach's Alpha Coefficient Table

Cronbach' s Alpha Coefficient	Cronbach's Alpha Coefficient based on standardized terms
0.767	0.826

From the table, it can be seen that the reliability coefficient of this questionnaire is 0.826, indicating acceptable reliability.

Pearson correlation was conducted for ease of perception, usefulness of perception, and satisfaction, and the results are shown in Table 3-2. Perceived ease of use was significantly negatively correlated with comparative satisfaction ($r = -0.575$, $p < 0.01$), overall satisfaction ($r = -0.496$, $p < 0.01$), dissatisfaction ($r = -0.478$, $p < 0.01$), and total satisfaction score ($r = -0.622$, both $p < 0.01$). Perceived ease of use was correlated with system quality ($r = 0.470$, $p < 0.01$), information quality ($r = 0.702$, quality $p < 0.01$), service quality ($r = 0.294$, content $p < 0.01$), course quality ($r = 0.214$, $p < 0.01$), course design quality ($r = 0.376$, The total score ($p < 0.01$) and perceived usefulness score ($r = 0.667$, both $p < 0.01$) were significantly positively correlated; In addition, the dimension of perceived usefulness and its total score were negatively correlated with the dimension of satisfaction and its total score.

The results of the relevant statistics provide preliminary support for the mediation test in this paper. Place illustrations (figures, tables, drawings, and photographs) throughout the paper at the places where they are first discussed in the text, rather than at the end of the paper.

4. Results of Analysis

This research was to study the satisfaction of blended teaching in higher education dance teaching the data result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data
3. Results of data

The details are as follows:

4.1 Symbol and Abbreviations

Structural models mainly show causal or correlation between latent variables, similar to measurement models, but it focuses on the study's overall construction (Ahmad et al., 2016). The formula of structural model is as follow

$$Fi* = \beta iMi* + \tau iFi + di$$

β and β express: The were parameter vectors
$\beta*$ express: The endogenous variable
$\beta*$ express: Measurement dimension of satisfaction
β express: The exogenous variables,
β express: Residual terms.

Table 4-1 Factor loads and interpretability of variables

Variables	Item	Factor load	Eigen Values	Explainability (%)	Overall explainability (%)
Perceived usefulness	A1	0.527	3.380	10.905	10.905
	A2	0.632			
	A3	0.732			
	A4	0.751			
	A5	0.622			

Quality of course design	B1	0.874	4.002	12.909	23.814
	B2	0.83			
	B3	0.832			
	B4	0.799			
	B5	0.854			
Quality of course content	C1	0.732	2.492	8.038	31.852
	C2	0.857			
	C3	0.687			
Quality of course information	D1	0.854	2.291	7.390	39.242
	D2	0.786			
	D3	0.632			
Perceived ease of use	E1	0.73	3.283	10.590	49.832
	E2	0.802			
	E3	0.809			
	E4	0.82			
	E5	0.516			
Quality of service	F1	0.873	4.624	14.916	64.748
	F2	0.838			
	F3	0.793			
	F4	0.775			
	F5	0.767			
System quality	G1	0.783	3.837	12.379	77.127

The interpretability of factor load and variable refers to the correlation between a factor and a certain variable, also known as the load of factors and variables. The size of the factor load determines its impact on the variable. In this study, several factors such as perceived usefulness, course design quality, course content quality, course quality information, perceived ease of use, service quality, and system quality were extracted for correlation analysis with satisfaction variables and their five dimensions. Research data shows that the overall interpretability of content quality is 64.748%; The overall interpretability of service quality is 49.832%; The overall interpretability of perceived ease of use is 39.242%; The overall interpretability of course content quality is 31.852%; The overall interpretability of course design quality is 23.814%, and the overall interpretability of perceived usefulness is 10.905%;; In summary, it can be seen that there is a strong correlation between factors and satisfaction variables.

4.2 Presentation of Data

(1) General situation of data

This study used the method of actual interviews to investigate participants with significant mixed teaching experience among freshmen and seniors in the dance department of Hunan University of Humanities and Technology. A total of 123 questionnaires were sent out and 123 questionnaires were collected. The questionnaire recovery rate is 100%, the effective rate is 100%, and the questionnaire has validity. The statistical results of the survey questionnaire are shown in Table 4-2.

Table 4-2 shows the data distribution of statistical variables

Question Items		**Number of people (persons)**	**Percentage (%)**
Gender	Female	62	50.41
	Male	61	49.59
Grade	Sophomore year	32	26.01
	Senior	31	25.2
	Juniors	30	24.39
	Freshman Year	30	24.39

From the above data, it can be seen that in this study, the male sample was 61 (50.41) and the female sample was 62 (49.59), which is relatively average from the perspective of population gender; From a grade perspective, there are 32 students (26.01) in the second grade, 31 students (25.2) in the fourth grade, 30 students (24.39) in the first grade, and 30 students (24.39) in the third grade. The demographic distribution is relatively average, providing accurate support for the validity of the data.

Table 4-3 Tools used in blended learning

Tools	Number of people (persons)	Percentage (%)
Cell phone	78	63.93
Slab	12	9.83
Desktop computer	21	15.3
Laptop	12	9.83

Among the student population, there are differences in the tools used for blended learning, with 78 students (63.93) using mobile phones for online teaching, 21 students (15.3) using desktop computers, 12 students (9.83) using tablets for learning, and 12 students (9.83) using laptops. In summary, mobile phones are the main choice for online learning, and the high adoption rate can be attributed to the portability and intelligence of mobile devices, enabling learners to learn anytime, anywhere. The convenience of browsing course content, submitting assignments, and participating in discussions further enhances the learning experience. In addition, the extensive learning applications on mobile phones provide learners with diverse learning opportunities. However, other devices such as tablets, desktops, and laptops still play an important role, especially when larger screens and higher processing power are required. Learners can flexibly choose the most suitable online learning tool based on their personal needs and preferences.

Table 4-4 Software usage for blended learning

Tool	Number of people (people)	Percentage (%)
Tencent Conference	38	31.14
Rain Class	32	26.22
Dingnail	30	24.5
Rain Class	23	18.67

The different online learning platforms have attracted different user counts, with Tencent Conference with 38 users (31.14%) being the most popular, followed by Rain Classroom with 32 users (26.22%), Dingding Online Learning Software with 30 users (24.5%), and Xuetong Platform with 23 users (18.67%). Show each platform caters to different needs and has varying levels of user adoption.

Table 4-5 Course design satisfaction

Question items	Behavioral level				
	Very Dissatisfied (1)	Dissatisfied (2)	General (3)	Satisfied (4)	Very Satisfied (5)
1. How complete is the hybrid learning software used for system optimization?	14 (13.46 %)	7 (6.73%)	19 (18.27%)	30 (28.85%)	34 (32.69%)
2. How satisfied are you with the number of blended learning courses within a week	21 (20.19 %)	18 (17.31%)	21 (20.19%)	17 (16.35%)	27 (25.96%)
3. How much support does the school provide for blended learning (such as increased internet speed, discounted traffic, etc.)	35 (23.65%)	38 (25.58%)	26 (17.33%)	40 (26.44%)	11 (7.00%)
4. How do students in their daily life perceive blended learning as a behavior	19 (18.27 %)	22 (21.15%)	30 (28.85%)	13 (12.5%)	20 (19.23%)
5. Are you satisfied with the teacher's blended teaching design?	11 (10.58%)	53 (50.96%)	18 (17.69%)	30 (28.85%)	2 (1.92%)

Survey data shows that students' satisfaction with blended learning software varies.

In terms of the integrity of hybrid learning software used for system optimization, 34 people (32.69%) were very satisfied, while 30 people (28.85%) were satisfied; 19 people (18.27%) were generally satisfied; 14 people (13.46%) were very dissatisfied; 7 people (6.73%) were dissatisfied

In terms of satisfaction with the number of blended learning courses within a week, 27 people (25.96%) were very satisfied

21 people (20.19%) were generally satisfied; 21 people (20.19%) were very dissatisfied; 18 people (17.31%) were dissatisfied; 17 people were satisfied (16.35%)

40 people (26.44%) were satisfied with the level of support provided by the school for blended learning, such as improving internet speed and discounted traffic; 38 people (25.58%) were dissatisfied; 35 people (23.65%) were very dissatisfied; 26 people (17.33%) were generally satisfied; 11 people (7.00%) were very satisfied

In terms of how students perceive blended learning as a good learning behavior in their daily lives, 30 people (28.85%) are generally satisfied; 22 people (21.15%) were dissatisfied; 20 people (19.23%) were very satisfied; 19 people (18.27%) were very dissatisfied; Thirteen people (12.5%) were satisfied.

In terms of satisfaction with the mixed teaching design of teachers, 53 people (50.96%) were dissatisfied; 30 people (28.85%) were satisfied; 18 people (17.69%) were generally satisfied; 11 people (10.58%) were very dissatisfied; Two people (1.92%) were very satisfied However, 11 students were very dissatisfied with the blended learning design, indicating that some students felt that it could not meet their learning needs, lacked sufficient interaction and mobile phones, which affected their ability to concentrate and effectively grasp learning materials.

Table 4-6 Course content quality satisfaction

Question items	**Behavioral level**				
	Very Dissatisfied (1)	**Dissatisfied (2)**	**General (3)**	**Satisfied (4)**	**Very Satisfied (5)**
1. Can the questions raised in the blended learning model stimulate the interest of the course?	33 (31.73%)	19 (18.27%)	17 (16.35%)	10 (9.62%)	25 (24.04%)
2. Can the course content and discussion help understand the basic concepts learned in class?	35 (23.65%)	38 (25.58%)	26 (17.33%)	40 (26.44%)	11 (7.00%)
3. How satisfied the with the security of the hybrid learning software platform used?	21 (20.38%)	36 (40.76%)	22 (32.30%)	26 (30.76%)	15 (16.84%)
4. The satisfied with the appropriateness of the current mode of learning for the courses you are currently learning?	44 (63.3%)	32 (53.3%)	24 (40%)	20 (33.3%)	16 (26.7%)
5. The flexibility of blended learning is more enlightening and relaxed in the teaching experience?	34 (33.3%)	52 (73.3%)	24 (40%)	20 (33.3%)	16 (26.7%)

The results showed that the blended learning model attracted participants' interest, with 33 people very dissatisfied, 25 people very satisfied (24.04%), 19 people dissatisfied (18.27%), 17 people on average (16.35%), and 10 people satisfied (9.62%). This result makes me feel a bit confused, because blended learning mode itself should be a teaching method that can stimulate students' interest. The blended learning model emphasizes students' active participation and autonomous learning, requiring them to have the ability to self-manage, motivate, and self-evaluate.

Dissatisfaction with course content seems to be a common issue. 40 people expressed great satisfaction (26.44%), 38 people expressed moderate satisfaction (25.58%), 35 people expressed great dissatisfaction (23.65%), and 26 people expressed satisfaction (17.33%). As students, we have to face various course contents

every day. Some courses are boring and disconnected from real life, making it difficult to generate interest and motivation. Some courses are so complex that students feel overwhelmed and unable to effectively absorb them.

According to the survey, 36 students expressed dissatisfaction (40.76%), 26 students expressed satisfaction (30.76%), 22 students expressed average (32.30%), 21 students expressed great dissatisfaction (20.38%) with the security of the software, and 15 students expressed great satisfaction (16.84%), as they may be concerned about personal information leakage and privacy infringement.

According to statistics, according to the survey results, 44 people (63.3%) are dissatisfied with this learning method. In addition, 32 people (53.3%) expressed dissatisfaction. Another 24 people (33.3%) said no, only 20%, or 40% of respondents, expressed satisfaction, and only 16 people (26.7%) expressed satisfaction.

Table 4-7 Information quality satisfaction

Question items	**Behavioral level**				
	Very Dissatisfied (1)	**Dissatisfied (2)**	**General (3)**	**Satisfied (4)**	**Very Satisfied (5)**
1. How satisfied with the rich resources of the blended learning software platform you use?	42 (33.2%)	17 (11.2%)	48 (44.46%)	17 (11.2%)	23 (16.02%).
2. How satisfied with the configuration of hybrid learning hardware facilities	5 (1.51%)	32 (28.9%)	50 (55.06%)	16 (10.3%)	10 (8.23%)
3. How satisfied with the construction of blended learning network facilities?	28 (25.6%)	35 (23.51%)	50 (55.06%)	19 (17.89%)	16 (14.94%)
4. How satisfied with the maintenance of the blended learning environment?	13 (11.9%)	26 (21.81%)	63 (58.98%)	15 (15.48%)	10 (12.83%)
5. Through blended learning, students' ability to solve problems will be greatly improved?	5 (1.51%)	45 (34.51%)	48 (41.46%)	16 (19.1%)	11 (13.43%)

According to the above statistical results, out of the 122 participants surveyed, 23 were satisfied with the rich resources of the blended learning software platform, with 48 satisfied, accounting for 14.46%; Among them, 17 were satisfied, accounting for 11.2%; 17 people were not very satisfied, accounting for 11.2%; There are 10 people, accounting for 8.23%.Have a clear understanding of the satisfaction with the configuration of blended learning hardware facilities. 50 people were satisfied, accounting for 55.06%; 32 people were not very satisfied, accounting for 28.9%. 16 people were satisfied, accounting for 10.3%.50 people were satisfied with the construction of blended learning network facilities, accounting for 55.06%; 16 people were satisfied, accounting for 14.94%; 15 people were satisfied, accounting for 15.48%;63 people were satisfied with maintaining a blended learning environment, accounting for 58.98%; 26 people were dissatisfied, accounting for 21.81%, while 15 people were satisfied, accounting for 15.48%; 13 people were completely dissatisfied, accounting for 11.9%.

Table 4-8 Service quality satisfaction

Question items	**Behavioral level**				
	Very Dissatisfied (1)	**Dissatisfied (2)**	**General (3)**	**Satisfied (4)**	**Very Satisfied (5)**
1. In the process of blended learning, how satisfied are the teachers' teaching skills?	14 (11.47%).	28 (22.95%).	62 (50.81%)	22 (18.03%).	22 (18.03%).
2. How do you feel about the content arrangement of online teachers' teaching?	26 (21.31%).	38 (31.14%)	40 (32.78%).	10 (8.19%)	8 (6.55%)
3. What do you think of the design of online teachers' teaching activities?	22 (18.03%).	28 (22.95%).	50 (40.09%).	18 (14.75%).	4 (3.27%)

4. How satisfied the with the content enrichment of online teachers' teaching?	16 (13.11%).	19 (15.57%).	27 (22.13%).	25 (20.49%)	5 (4.09%)
5. How do you feel about the interactive effect in online teaching?	21 (20.38 %)	36 (40.76%)	22 (32.30%)	26 (30.76%)	15 (16.84%)

According to the above statistical results, out of the 122 participants surveyed, 22 were very satisfied with the teaching skills of teachers in blended learning, accounting for 18.02%; 22 people were satisfied with teaching skills, accounting for 18.02%; 14 people were not very satisfied, accounting for 11.47%; There are 8 students, accounting for 6.55%, who clearly recognize the satisfaction of the teacher's course content.

25 people were satisfied with the design of blended learning activities, accounting for 20.94%; 22 people were not very satisfied, accounting for 18.03%; Satisfied with 18 people, accounting for 14.75%; Satisfied with 5 people, accounting for 4.09%;

36 people were dissatisfied with the rich teaching content, accounting for 40.76%; 21 people were completely dissatisfied, accounting for 20.38%; Generally satisfied with 15 items, accounting for 15.48%; 15 people were satisfied, accounting for 15.48%; 10 people are satisfied, accounting for 12.83%.

Table 4-9 System quality satisfaction

Question items	**Behavioral level**				
	Very Dissatisfied (1)	**Dissatisfied (2)**	**General (3)**	**Satisfied (4)**	**Very Satisfied (5)**
1. How satisfied with the teaching atmosphere in which you are in blended learning?	13 (10.65%).	20 (16.39%).	48 (39.34%).	35 (28.68%).	36 (29.50%).
2. How do you recognize the effect of blended learning compared with traditional offline teaching?	15 (12.29%).	65 (53.27%)	30 (24.59%)	10 (8.19%)	12 (9.83%).
3. Think online teaching can promote offline learning?	14 (11.47%).	28 (25.6%).	62 (50.81%)	22 (18.03%)	22 (18.03%).
4. How do you feel about the examination results replaced by online teaching compared with traditional offline teaching?	28 (25.6%).	35 (23.51%)	50 (55.06%).	19 (17.89%).	16 (14.94%).
5. The comfortable the interface design and function settings of the learning platform?	35 (28.68%)	38 (41.58%)	26 (17.33%)	40 (26.44%)	11 (7.00%)

According to the above statistical results, among the 122 participants surveyed, 36 (29.50%) were dissatisfied with the teaching atmosphere of blended learning; 20 people expressed satisfaction with this, accounting for 16.39%; 13 people were satisfied with the teaching atmosphere of blended learning, accounting for 10.65%;

65 people were satisfied with the recognition of blended learning, accounting for 53.27%; Fifteen people, accounting for 12.29%, clearly recognized the satisfaction of blended learning; There are 12 people who are not very satisfied, accounting for 9.83%.28 people expressed satisfaction with blended learning promoting offline learning, accounting for 25.6%; 16 people were particularly dissatisfied, accounting for 14.94%; 14 people were particularly satisfied, accounting for 11.47%;35 people (43.51%) were dissatisfied with the exam results replaced by online teaching, and 28 people (25.6%) were particularly satisfied.

4.3 Results of data

The above data indicates that the blended learning model has the following advantages in terms of perceived ease of use based on online teaching:

(1) The flexibility advantage of the blended teaching mode for dance is high flexibility.

This teaching model combines traditional dance teaching with modern technology, providing students with more learning methods and opportunities. Firstly, the blended teaching mode of dance can be flexibly adjusted based on individual differences among students. Each student has their own unique learning style and sense of rhythm, and traditional teaching models often cannot meet the needs of all students. The blended teaching mode can allow students to learn dance techniques and movements at their own pace through recorded videos, online teaching, and other methods. In this way, students can choose the most suitable learning method based on their actual situation and improve their learning effectiveness. Secondly, the blended teaching mode of dance can provide more learning resources and opportunities.

(2) The convenience advantages of the blended teaching mode for dance:

The blended teaching mode of dance is an innovative teaching method that combines dance with traditional teaching. It integrates dance elements into classroom teaching, providing students with a more diverse, interesting, and effective learning approach. Firstly, the convenience of blended dance teaching mode enables students to better participate in learning. By introducing dance movements, students can more easily understand and master knowledge. Dance movements can help students better remember and understand abstract concepts, making learning more intuitive and interesting. Secondly, the convenience of blended dance teaching mode can also enhance students' interest in learning.

(3) Personalized advantages of blended dance teaching mode:

The blended dance teaching mode is a teaching method that combines traditional teaching and modern dance elements. It has unique personalized advantages and can stimulate students' creativity. Firstly, the blended dance teaching model emphasizes the respect and development of individual differences among students. Each student has their own unique learning style and ability, which is often overlooked in traditional teaching models. The blended teaching mode of dance takes into account individual differences of students through flexible teaching methods and diverse teaching resources, allowing each student to shine in their field of expertise. Secondly, the blended dance teaching model stimulates students' creativity through innovative teaching methods and diverse dance elements.

Based on the perceived usefulness of online teaching, it can be found that the hybrid teaching model has the following drawbacks:

(1) Theory and practice are disconnected:

In dance teaching, blended teaching mode is widely used to enhance students' comprehensive abilities. However, in practical teaching, we often find a disconnect between theory and practice. Firstly, the blended teaching model emphasizes the instillation of theoretical knowledge, but neglects the importance of practice. Students receive a large amount of theoretical knowledge in the classroom, but have little opportunity to apply it to practical operations.

(2) Separation of teaching and learning during the teaching process:

In the blended teaching mode of dance, there is often a problem of separation between teaching and learning during the teaching process. This problem is mainly manifested in the following aspects. Firstly, the separation of teaching and learning during the teaching process is manifested as poor information transmission between teachers and students. In traditional teaching models, teachers convey knowledge and skills through oral explanations and demonstrations, while students learn through observation and imitation.

(3) Emotional distance between teachers and students:

In the blended teaching mode of dance, the issue of emotional distance between teachers and students during the teaching process is a topic worth paying attention to. The problems with this teaching model are mainly reflected in the following aspects. Firstly, the blended teaching mode of dance emphasizes the training of skills and performances, emphasizing the development of students' personal abilities, while neglecting emotional communication between teachers and students. Teachers often only focus on the performance effects of students, neglecting their care and understanding of their inner selves, leading to emotional alienation between teachers and students.

From Structural Equation Modeling (SEM)
Y1: perceived ease of use
Y2: perceived usefulness

Then, through the significance of the table, it can be seen that the significance of course design, content quality, and information quality is less than 0.05, which obviously indicates that the e-learning system needs to focus on this area to ensure that its own course content quality, namely system performance. Moreover, there is a positive correlation between course design, content quality and information quality, and satisfaction with the e-learning system.

5. Discussion Conclusion and Recommendations

The aims of the present study include assessing the satisfaction of dance major universities with blended teaching design from two aspects: perceived ease of use and perceived usefulness, as well as addressing the current issues in blended teaching. Firstly, perceived ease of use refers to whether students find blended learning convenient and simple to use. In blended learning, students can learn through online platforms and access learning resources anytime and anywhere. This flexibility and convenience greatly improve students' learning efficiency and autonomous learning ability. In addition, blended learning also provides diverse learning methods, such as online discussions, real-time interactions, etc., allowing students to participate more actively in learning. Therefore, most dance universities are satisfied with the ease of use of blended teaching. Secondly, perceived usefulness refers to whether students are satisfied with the learning outcomes of blended learning. Blended learning combines the advantages of online and offline teaching, providing richer learning resources and more learning opportunities. Students can watch dance teaching videos and participate in online discussions through online platforms, expanding the breadth and depth of their learning. At the same time, blended learning can also provide students with practical opportunities to conduct on-site investigations and practical operations outside of the classroom. This practical experience is particularly important for students majoring in dance as it can deepen their understanding and mastery of dance techniques and theoretical knowledge. Therefore, dance universities are satisfied with the usefulness of blended learning. However, there are still some problems with current blended learning. Firstly, limitations in technological equipment and network conditions may hinder students from successfully engaging in online learning. Secondly, blended learning requires students to have a certain level of autonomous learning ability and time management ability, otherwise they may not be able to fully utilize online learning resources. In addition, blended learning also requires teachers to possess certain technical and instructional design abilities to ensure effective communication of teaching content and active participation of students. In summary, the current satisfaction of dance universities with blended instructional design is mainly reflected in two aspects: perceived ease of use and perceived usefulness. However, blended learning still faces limitations from technological equipment and network conditions, as well as the ability requirements of students and teachers. In response to these issues, it is necessary to further improve technical equipment and network conditions, strengthen training and ability enhancement for students and teachers, in order to improve the effectiveness and satisfaction of blended learning.

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