

Benefits of Chinese Line Dance and Its Impact on Students' Cross-Disciplinary Learning

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Abstract: This study examines the influence of line dancing on the welfare and interdisciplinary education of university students, taking into account demographic variables such as age, gender, and academic fields. The survey includes a wide range of participants, with a majority of females (79%) between the ages of 18 and 20 (96%). These participants come from numerous academic disciplines, with Science Education being the most prevalent (22%). Utilizing a meticulous survey approach, the assessment of line dancing demonstrates its positive impact on the physical health, cognitive capacities, social connections, cultural comprehension, psychological welfare, and personal growth of college students. Furthermore, the Tukey post-hoc analysis indicates notable disparities in the perceived advantages of line dancing among other academic areas. Students studying sports economy and administration have reported experiencing significant personal benefits, indicating the possible incorporation of line dancing into relevant curricula. The results underscore the significance of customizing interdisciplinary learning approaches to suit the varied characteristics of students and their corresponding academic disciplines. This study offers significant insights into the diverse effects of line dancing and emphasizes its potential as an inclusive instructional instrument.

Keywords: Physical; Cognitive; Socio-cultural; Psychological; Knowledge Construction; Collaboration and Teamwork; Holistic Development; Historical and Social Awareness.

1. Introduction

With the rapid expansion of China's economy, technological innovation and the development of cultural dynamics, there is an increasing demand for talents with complete skills beyond the scope of traditional disciplines. China faces many challenges, including urbanization and environmental sustainability, which need to integrate the perspectives of several academic fields to develop effective solutions. Through the cultivation of interdisciplinary thinking, Chinese students have acquired the ability to solve these difficulties by using creative solutions that transcend the boundaries of traditional themes. In view of the complex situation of China's socio-economic development and international participation, the demand for Chinese students' interdisciplinary learning is crucial.

Interdisciplinary learning (usually referred to as interdisciplinary learning) is an educational method that integrates information and methods from multiple disciplines or research fields. This approach transcends the traditional disciplinary boundaries and advocates exploring the interrelationship between multiple knowledge domains. Line dance integrates many factors such as body, cognition, society, and culture, which is of great significance to promote Chinese students' interdisciplinary learning. In a society that highly esteems education and innovation, it is particularly pertinent to explore the ways in which line dancing might contribute to cross-disciplinary learning. This research endeavor has the potential to provide valuable insights into the ways in which line dancing, characterized by its amalgamation of physical exertion, artistic manifestation, and cognitive involvement, corresponds to the diverse requirements of Chinese students.

This research aims to investigate the impact of line dancing on the development of abilities such as teamwork, creativity, flexibility, and cultural awareness. By exploring these aspects, the study seeks to answer the need for people who possess a

comprehensive skill set and can thrive in many environments. Moreover, within the framework of China's endeavor to reform its education system and promote comprehensive development, the findings of this study possess the potential to contribute to the formulation of educational policies, the design of curricula, and the development of teaching methods that align with the objective of cultivating graduates who can excel not only in academic pursuits but also as creative contributors to the nation's continuous progress and international involvement.

2. Statement of the Problem

This study aims to assess the benefits of line dance among students and its role in enhancing their Cross-Disciplinary Learning.

Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 sex
 - 1.2 course
 - 1.3 age
2. What is the assessment of the respondents on the benefits of line dance in terms of:
 - 2.1 Physical
 - 2.2 Cognitive
 - 2.3 Socio-cultural
 - 2.4 Psychological
3. Is there a significant difference in the assessment of respondents on the benefits of line dance when they are grouped according to profile?
4. What is the assessment of the respondents on the impact of line dance on cross interdisciplinary learning in terms of:
 - 4.1 Knowledge Construction
 - 4.2 Collaboration and Teamwork
 - 4.3 Holistic Development

4.4 Historical and Social Awareness

5. Is there a significant difference in the assessment of respondents on the impact of cross interdisciplinary learning when they are grouped according to profile?

6. Based on the results of the study, what cross interdisciplinary learning strategies can be designed in line with the teaching of line dance?

3. Hypotheses of the Study

Ho1: There is no significant difference in the assessment of respondents on the benefits of side dance when they are grouped according to profile.

Ho2: There is no significant difference in the assessment of respondents on the impact of cross interdisciplinary learning when they are grouped according to profile.

4. Scope and Delimitation of the Study

To comprehensively analyze the benefits of participating in line dance and the potential of line dance to improve interdisciplinary learning. The overall scope of the research object is the line dance course students of Hunan Normal University, Changsha University of technology, Hunan First Normal University, Hunan Institute of Finance and economics, and Hunan University of international economics. The reason for choosing these five schools as the research object is to better balance and define the accuracy and authenticity of the data related to this study by selecting students of different majors. The study included several attributes, including demographic factors, such as participants' gender, discipline, and age, to provide a comprehensive description of the people involved. In addition, the study attempted to assess participants' perceptions of the benefits of their participation in line dance, including areas such as physical, cognitive, social, cultural, psychological and personal aspects.

5. Theoretical Framework



Fig 1. Theoretical framework

This study is based on the Theory of Experiential Learning, developed by David Kolb. This theory aligns well with the central topic of the study, since it puts considerable importance on the acquisition of knowledge via hands-on experiences. Kolb's theory provides a comprehensive understanding of the process of learning, highlighting its continuous nature and emphasizing the conversion of experiences into knowledge. This is in keeping with the investigation of the many advantages of line dancing in your research, since participants actively participate in tangible experiences during dance sessions, which then contribute to a process of reflection, conceptualization, and practical

implementation.

Kolb's idea has four discrete stages. The first phase is the engagement of students in Concrete Experience, when they actively participate in line dancing activities, so immersing themselves both physically and cognitively in the practical application. This interactive involvement facilitates a firsthand experience of the potential advantages that line dancing may provide. Subsequently, the phase of Reflective Observation encourages students to engage in introspection and evaluate their experiences. This is the context in which individuals assess the perceived physical, cognitive, social, cultural, psychological, and personal advantages derived from their engagement in line dancing. The third phase, known as Abstract Conceptualization, helps students in the analysis of their observations and experiences within the framework of their wider educational pursuits. This stage serves to demonstrate a correlation between line dancing and its potential for facilitating cross-disciplinary learning, cognitive development, and personal growth. Ultimately, the process culminates in Active Experimentation, when students apply their observations and discoveries to practical action. The individuals actively engage in experimentation by using the knowledge acquired from line dancing into their academic endeavors, perhaps formulating interdisciplinary learning approaches influenced by the dance activities.

The Theory of experiencing Learning offers a comprehensive framework for comprehending the multifaceted nature of line dance participation, extending beyond just physical involvement, due to its strong focus on experiencing learning. This program provides Chinese students with an opportunity to fully assimilate the advantages of line dancing, integrating these experiences into their academic pursuits and personal growth. The application of this theory to one's research may reveal the complex mechanisms via which line dancing activities influence students' learning, cognitive processes, social interactions, and self-perception within an educational setting.

6. Research Paradigm

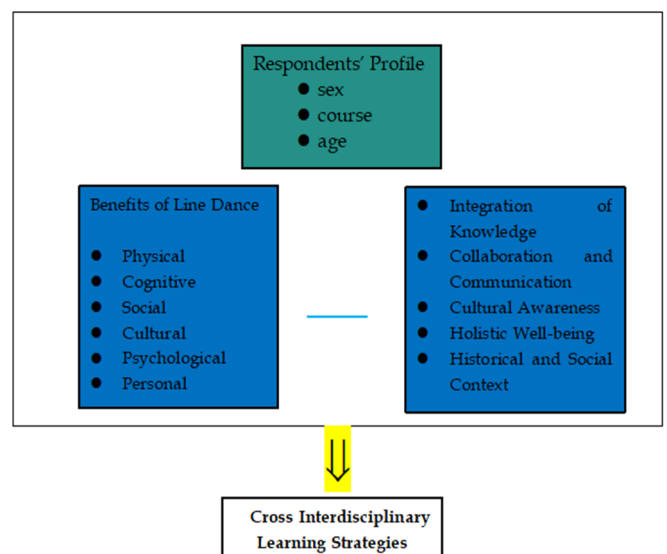


Fig 2. Research paradigm

The main objective of this study was to comprehensively analyze the advantages of including line dancing into students' activities and its influence on fostering Cross-Disciplinary Learning. The aim of this study was to investigate key issues related to the participants'

characteristics, their evaluation of the benefits of line dancing, and the impact of interdisciplinary learning. To address the initial set of questions, the study determined the demographic characteristics of the participants, such as their gender, academic field, and age. The study subsequently analyzed the participants' viewpoints of the benefits of line dancing across several dimensions, encompassing physical, cognitive, social, cultural, psychological, and personal variables.

Furthermore, the aim of this study was to examine whether there was a significant disparity in the evaluation of the advantages of line dancing, based on the participants' characteristics. It also investigated potential correlations between personal characteristics and perceived benefits. The study also assessed the viewpoints of the participants regarding the impact of cross-disciplinary learning. The assessment encompassed various aspects, such as the assimilation of information, collaboration and communicative abilities, cultural sensitivity, overall well-being, and understanding of historical and social contexts.

7. METHODOLOGY

7.1. Research Design

This study utilizes a descriptive-comparative research design, which is essential for analyzing the advantages of line dancing for strengthening Cross-Disciplinary Learning among students. The research aimed to provide a thorough evaluation of the possible impact of line dance by examining its benefits in various aspects, including physical, cognitive, social, cultural, psychological, and personal variables. The value of this design resides in its capacity to provide a thorough knowledge of the various benefits of line dancing while allowing for a sophisticated investigation of discrepancies in perception depending on demographic characteristics.

7.2. Research Participants

The research objects were selected from the students who participated in the line dance course in Hunan Normal University, Changsha University of Science and Technology, Hunan First Normal University, Hunan University of Finance and Economics, Hunan International Economics University. The research included the entire student body of each university mentioned. For instance, the entire group of 96 students at Hunan Normal University constituted the population being studied. Similarly, all 160 students in the cohort at Changsha University of Science and Technology were included, and this pattern persisted in the other mentioned universities as well. By employing total enumeration in this study, the researchers gathered comprehensive data from all students enrolled in the specified universities.

7.3. Sampling Technique

The research methodology employed in this study was total enumeration, sometimes known as a census approach. Total enumeration involves the incorporation of every single member of the target population in the sample. The study focused on students who were currently enrolled in several educational institutions situated in Hunan, China. All eligible students from the listed institutions were included as potential participants, rather than utilizing a selective strategy to selecting a specific set of students for the research. This methodology ensures that the chosen sample accurately

represented the whole population under investigation.

7.4. Instrumentation

The data collection of this study will be carried out using a carefully constructed questionnaire to investigate the advantages of line dance and its impact on students' interdisciplinary learning. In order to ensure the complete collection of data, strict verification and pilot test procedures will be carried out to determine the reliability and effectiveness of the required information. The study takes students who take part in the line dance class as the target participants. The survey starts with the collection of relevant demographic information, including the gender, academic projects and age of the respondents, thus establishing a comprehensive overview of the participants. Subsequently, participants were asked to evaluate the perceived benefits of line dance in different dimensions, including physical, cognitive, social, cultural, psychological and personal aspects. To achieve this goal, Likert-scale items were utilized to enable participants to quantitatively articulate their ideas.

An examination of normality, specifically the Shapiro-Wilk test, was performed to determine whether the parametric test would be used to address the research objectives. Parametric testing is used in cases where the p-values are greater than 0.05. Nonparametric tests will be used if the p-values are less than 0.05 and the data does not conform to a normal distribution.

7.5. Data Gathering Procedure

Upon acquiring ethical approvals and informed consent from all participants, the validated questionnaire was utilized as the primary instrument for data collection. Following the conclusion of data collection, Quantitative analysis was employed to glean meaningful insights from the collected data. Descriptive statistics were utilized to present a brief overview of the participants' attributes, as well as their assessments of the benefits of line dancing and its impact on interdisciplinary learning. In addition, inferential statistical techniques, such as t-tests or ANOVA, were employed to analyze significant differences among different groups of individuals.

7.6. Statistical Treatment of the Data

The study's findings were subjected to a statistical treatment that encompassed both descriptive and inferential statistical analysis. This approach aimed to extract useful insights from the gathered data on the advantages of line dancing and its influence on students' cross-disciplinary learning. The data was subjected to analysis using suitable statistical methodologies in order to answer the study inquiries and hypotheses.

7.7. Ethical Considerations

The research, "Benefits of Line Dance and Its Impact on Students' Cross-Disciplinary Learning," has implemented a comprehensive set of ethical guidelines to ensure the protection of the participants' well-being, rights, and integrity. These ethical guidelines involve obtaining informed permission, which ensures that participants fully comprehend the objectives of the study and willingly choose to participate. Personal data is rigorously protected to ensure utmost privacy and confidentiality. The participants' rights are respected, ensuring that they have the choice to withdraw or skip questions without any form of compulsion. The study places

a high importance on reducing harm and ensuring equitable treatment of participants, while also ensuring that the benefits are presented in a transparent manner. The dedication to ethical norms is further emphasized by obtaining institutional clearances and ensuring transparency in reporting findings. The research endeavors to carry out a conscientious inquiry, upholding the rights and well-being of all participants, by adhering to certain ethical criteria.

8. Results, Analysis and Interpretation

Table 1. Frequency and Percentage of Demographic Profile

Sex	Counts	% of Total
Female	565	79 %
Male	151	21 %
Age	Counts	% of Total
18-20	686	96 %
21-23	23	3 %
24 and above	7	1 %
Course	Counts	% of Total
Accounting	40	6%
Business and Management	57	8%
Economics and Trade	9	1%
Educational Technology	27	4%
Engineering	14	2%
Fine Arts	15	2%
Foreign Language and Literature	93	13%
Historical and Cultural Education	70	10%
Information and Computing Science	28	4%
Mathematics and Applied Mathematics	93	13%
Primary Education	51	7%
Psychology	23	3%
Science Education	159	22%
Sports Economy and Management	37	5%

The basic profile information of line dance students from Hunan Normal University, Changsha University of Science and Technology, Hunan First Normal University, Hunan University of Finance and Economics, Hunan International Economics University. The conclusions presented in this section are based on the results of a statistical analysis performed with jamovi 2.3.19.

The demographic profile of the responses reveals that the majority are female, comprising 79% of the chosen college students. The high proportion of students aged 18 to 20, which constitutes 96% of the sample, emphasizes the youthful nature of the college student demographic. The overrepresentation of younger age groups in this demography may impact the development and implementation of educational programs, as the requirements and preferences of this age group may vary from those of older students. The allocation of students across different courses demonstrates a significant emphasis on science education, with 22% of the participants enrolling in this discipline. The college students' high inclination or predilection towards science-related areas is evident. Analyzing the elements that influence this desire could provide valuable insights for designing the curriculum and allocating resources within the institution.

Table 2. Assessment of the Respondents of the Benefits of Line Dance

Indicators	Mean	SD	Verbal Interpretation
Physical	2.98	0.44	Average
Cognitive	2.90	0.43	Average
Social	3.00	0.42	Average
Cultural	3.02	0.43	Average
Psychological	2.97	0.44	Average
Personal	2.96	0.43	Average

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Table 2 presents an evaluation of the advantages of line dancing among college students suggests that it has overall favorable impacts on various dimensions of their well-being, encompassing enhanced physical health, cognitive abilities, social interactions, cultural understanding, psychological state, and personal development.

Table 3. Difference in the Assessment of Respondents on the Benefits of Line Dance Based on their Profile

Course	N	Mean	SD	SE
Accounting	40	2.83	0.36	0.06
Historical and cultural education	70	2.88	0.36	0.04
Psychology	23	2.78	0.21	0.04
Sports Economy and Management	37	3.18	0.53	0.09
Sports Economy and Management				
Accounting	Mean difference		-0.36	
	p-value		0.019	
Historical and Cultural Education	Mean difference		-0.31	
	p-value		0.031	
Psychology	Mean difference		-0.40	
	p-value		0.031	

The Tukey post-hoc analysis indicated notable disparities in the evaluation of line dancing's individual advantages among students from distinct academic disciplines. More precisely, students who were studying sports economy and management (M = 3.18) reported greater personal advantages compared to students in accounting (M = 2.83), historical and cultural education (M = 2.88), and psychology (M = 2.78) programs. These findings indicate that line dancing may have a stronger effect on the personal development and contentment of students in sports-related academic fields. Incorporating line dancing into sports-related curricula might augment personal growth and general welfare for students in this domain.

Table 4 presents the assessment of the respondents on the impact of line dance on cross interdisciplinary learning. The assessment of the impact of line dance on cross-disciplinary learning is predominantly positive across multiple dimensions, encompassing knowledge acquisition,

collaborative skills, holistic growth, and historical and social consciousness.

Table 4. Assessment of the Respondents on the Impact of Line Dance on Cross Interdisciplinary Learning

Indicators	Mean	SD	Verbal Interpretation
Integration of Knowledge	3.09	0.48	Average
Collaboration and Communication	3.09	0.45	Average
Cultural Awareness	3.05	0.45	Average
Holistic Well-Being	3.04	0.43	Average
Historical and Social Context	3.10	0.45	Average

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High)

Table 5. Differences in the Assessment of Respondents on the Impact of Cross Interdisciplinary Learning Based on their Profile

		t		df	p	Interpretation	Decision
Sex	Integration of Knowledge	0.92		714.00	0.357	Not Significant	Accept H0
	Collaboration and Communication	1.16		714.00	0.246	Not Significant	Accept H0
	Cultural Awareness	1.17		714.00	0.242	Not Significant	Accept H0
	Holistic Well-Being	1.78		714.00	0.076	Not Significant	Accept H0
	Historical and Social Context	0.44		714.00	0.663	Not Significant	Accept H0
		F	df1	df2	p	Verbal Interpretation	Decision
Age	Integration of Knowledge	6.03	2	713	0.003	Significant	Reject H0
	Collaboration and Communication	3.48	2	713	0.031	Significant	Reject H0
	Cultural Awareness	5.05	2	713	0.007	Significant	Reject H0
	Holistic Well-Being	4.39	2	713	0.013	Significant	Reject H0
	Historical and Social Context	4.00	2	713	0.059	Not Significant	Accept H0
		F	df1	df2	p	Verbal Interpretation	Decision
Course	Integration of Knowledge	2.06	13	702	0.015	Significant	Reject H0
	Collaboration and Communication	1.82	13	702	0.057	Not Significant	Accept H0
	Cultural Awareness	2.39	13	702	0.004	Significant	Reject H0
	Holistic Well-Being	2.08	13	702	0.053	Not Significant	Accept H0
	Historical and Social Context	2.01	13	702	0.058	Not Significant	Accept H0

The evaluation of the influence of line dancing on interdisciplinary learning differs greatly depending on the age, gender, and academic field of the respondents. Age has a significant impact on the integration of knowledge and collaboration, while gender does not show any notable differences. The academic discipline, however, affects the integration of knowledge and cultural awareness. This emphasizes the necessity for dance programs that are customized to suit the diverse profiles of students and their academic disciplines.

9. RATIONALE

The study's findings emphasize the substantial and beneficial influence of line dancing on multiple aspects of well-being and interdisciplinary education. Given that line dance has proven to be beneficial for a wide range of students in terms of age, gender, and academic backgrounds, it is imperative to delve deeper into and utilize the potential of this activity in education. Significantly, students pursuing studies

in sports economy and management expressed experiencing more substantial personal benefits, highlighting a specific domain where the inclusion of line dancing in curricula could boost personal development and well-being. Additionally, the study highlights the necessity for personalized dance programs that are specifically designed to meet the unique needs of students with different academic backgrounds. This highlights the significance of creating interdisciplinary learning methods that may efficiently utilize line dance as an inclusive and accessible educational instrument. Based on these findings, the project seeks to narrow the divide between the advantages of line dance and interdisciplinary education by developing customized approaches that correspond to the distinct requirements of students in different fields of study. The aim is to exploit the potential of line dancing to promote collaboration, cultural understanding, and overall growth, with the ultimate goal of preparing pupils for success in an ever more linked society.

10. Conclusion

1. The respondents' demographic profile, predominantly comprising of females, young adults between the ages of 18 and 20, and individuals from diverse academic disciplines, emphasizes the necessity for inclusive and diversified line dancing programs.

2. The beneficial impacts of line dancing on various aspects of well-being, including physical, cognitive, social, cultural, psychological, and personal dimensions, highlight the potential of incorporating dance into college courses to improve students' overall quality of life and personal development.

3. The specific benefits identified in disciplines such as sports economy and management indicate the potential of customized line dancing programs to enhance personal growth and well-being in certain academic domains.

4. The favorable evaluation of line dancing's influence on cross-disciplinary learning suggests its efficacy as an educational instrument that promotes the acquisition of knowledge, collaborative abilities, comprehensive development, and awareness of historical and social contexts. Ultimately, line dancing provides a crucial avenue for fostering holistic educational experiences among college students.

5. The presence of age-related disparities underscores the necessity for tailored approaches based on age, while variations related to academic disciplines underscore the importance of integrating dance education with the goals of certain academic areas. Unbiased research suggests that line dancing is an inclusive teaching tool that can be accessed by students of all genders. To summarize, the ability to customize line dancing is essential in order to optimize the advantages it offers for a wide range of student demographics.

11. Recommendations

1. Organizations should revisit and adapt their structure to accommodate the varied demographic makeup of participants, it is advisable for educational institutions and dance teachers to provide a variety of line dancing programs and classes that address the preferences and requirements of different age groups, genders, and academic fields. Facilitate the advancement of inclusivity and diversity in dance education to guarantee widespread participation and active involvement.

2. In order to maximize the beneficial impact of line dancing on the overall health and happiness of college students, it is advisable for colleges and universities to incorporate dance programs into their extracurricular offerings and wellness efforts. Promote student engagement in dance lessons and emphasize the comprehensive advantages of physical activity and artistic self-expression.

3. Institutions providing academic programs related to sports can consider integrating line dancing into their curricula to promote personal growth and improve the overall well-being of students. Create customized dance programs that correspond to the objectives and preferences of particular academic disciplines, fostering interdisciplinary approaches to teaching.

4. Educational institutions should acknowledge line dancing as a great instrument for interdisciplinary education. Integrate dancing activities into courses and programs that promote the integration of knowledge, collaboration, comprehensive development, and awareness of historical and social contexts. Promote transdisciplinary education by

providing innovative and captivating dance experiences.

5. Develop dance programs tailored to the individual requirements and inclinations of students at different milestones of their educational trajectory. To integrate dance instruction into academic disciplines, it is important to match it with specific program objectives. This will ensure that line dancing contributes to enhancing students' learning experiences. Prioritize the promotion of inclusivity and accessibility for students of all genders in dance programs and classes.

6. Future researchers are advised to conduct comprehensive and qualitative studies to investigate the underlying elements that lead to the observed discrepancies in the influence of line dancing on cross-disciplinary learning, taking into account age, gender, and academic discipline.

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