

Value and Practical Paths of Digital Communication: Empowering the Popularization of Sports Dance in Colleges and Universities

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Abstract: Against the background of the in-depth advancement of the education digitalization strategy and the collaborative implementation of sports-education integration and aesthetic education, sports dance in colleges and universities—a featured program integrating sports competition, artistic aesthetics and social attributes—serves as an important carrier for enriching campus sports culture and improving students’ physical, mental and aesthetic qualities. At present, the promotion of sports dance in Chinese colleges and universities generally faces practical dilemmas such as single communication channels, biased audience cognition, insufficient after-class learning support and unbalanced resource supply, which are difficult to adapt to the digital living habits and diversified learning needs of college students in the new era. With short videos, live streaming and new media matrixes as core carriers, digital new media communication, characterized by multi-modal presentation, strong interactive experience, wide coverage and low participation threshold, has become an effective approach to solving the difficulties in promoting sports dance in colleges and universities. Using the methods of literature review and logical analysis, and combined with relevant national policies on education digitalization, this paper systematically analyzes the core value of digital new media communication in empowering the popularization of college sports dance, explores specific practical paths from the two dimensions of content creation and communication mode, and puts forward three-dimensional guarantee strategies in terms of teachers, platforms and mechanisms. It provides theoretical references and practical guidance for the digital popularization of college sports dance and promotes the high-quality development of college sports aesthetic education.

Keywords: Digital new media communication; College sports dance; Sports aesthetic education; Sports-education integration; Popularization and promotion paths

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1. Introduction

The report to the 20th National Congress of the Communist Party of China proposed to promote education

digitalization, build a learning society and a great country of lifelong learning for all, elevating education digitalization to a national strategic development level ^[1]. In April 2025, nine departments, including the Ministry of Education, jointly issued the “Opinions on Accelerating the Promotion of Education Digitalization,” further clarifying the goal of opening up a new track for educational development through education digitalization and pointing out the direction for the digital transformation of education at all levels and types ^[2]. In this context, digital new media communication forms such as short videos and live streaming have been deeply integrated into college students’ study and life, becoming important technical support for college education innovation and the promotion of featured sports programs.

Sports dance has diverse values of physical fitness, aesthetic education and social expansion, and is an important carrier for colleges and universities to implement the fundamental task of fostering virtue through education and promoting sports-education integration ^[3]. However, at this stage, there is a significant gap between its popularization and promotion status and policy requirements and students’ needs: the traditional promotion mode is dominated by classroom teaching and club recruitment, with narrow communication channels covering only a small number of course-selected students and club members; college students’ cognition of sports dance mostly stays at the professional competition level, with low participation willingness; some private and local colleges are limited by funds and teachers, resulting in insufficient resource supply, and students lack professional guidance for after-class practice, making it difficult to form sustainable learning motivation. Digital new media communication has broken the time, space and resource restrictions of traditional popularization, can convey the diverse values of sports dance intuitively and interestingly, and reconstruct the education ecology. Based on this, this paper discusses three dimensions: core value, practical paths and guarantee strategies, explores a digital popularization path suitable for colleges and universities, and promotes the transformation of sports dance from a niche professional program to a campus-inclusive aesthetic education program.

2 Core value of digital new media communication, empowering the popularization of college sports and dance

2.1. Broaden communication boundaries and achieve global coverage

The traditional popularization of sports dance is limited by classroom time, venues and teachers, with scenarios confined to fixed offline spaces and targets mostly course-selected students and club members, showing the characteristic of “popular among a small number of people but ignored by the majority”. Relying on the mobile Internet and new media platforms, digital new media communication extends the popularization scenarios from offline to online ubiquitous spaces. Students can learn anytime and anywhere through mobile terminals in fragmented time, breaking the dual restrictions of time and space ^[4]. Its decentralized feature allows sports dance content to break inter-college and regional barriers, achieve global coverage of “on-campus popularization and off-campus radiation”, and reach more students interested in learning.

2.2. Lower participation threshold and stimulate initiative participation

Sports dance is highly professional with complex movements. In traditional teaching, it is difficult for teachers to take all students into account, and students with weak foundations are prone to fear of difficulty. Coupled with cognitive bias, their willingness is further reduced. Digital new media communication effectively lowers the learning threshold through multi-modal forms: disassemble basic steps and movement essentials into 1–3 minute short videos, intuitively present details with slow-motion demonstrations, subtitle annotations and

voice explanations, allowing students to watch and learn repeatedly^[5]; meanwhile, create interesting contents close to campus life such as dormitory aerobics and social tips to eliminate students' "sense of distance" from sports dance, reverse cognitive bias and stimulate active participation willingness.

2.3. Enrich interaction forms and build a diversified education ecology

Traditional popularization is dominated by "one-way indoctrination", where students are in a passive receiving position with a lack of interactive feedback, only staying at the skill-teaching dimension. Relying on platform interaction functions, digital new media communication builds a multi-directional interactive scenario of "communicator-receiver-participant": students can share experiences and ask questions in real time through likes, duets, microphone connections and other functions, and teachers can answer questions and correct errors in a targeted manner^[6]; colleges and clubs can also launch online check-ins, topic challenges and other activities, turning students from "passive receivers" into "active participants" and forming a virtuous circle of "learning-interaction-sharing-creation". It upgrades single skill popularization to a diversified education ecology integrating skill learning, cultural exchange, aesthetic education and social interaction.

2.4. Integrate high-quality resources and realize efficient sharing

There is an obvious imbalance in the supply of college sports dance resources, and private and local colleges are relatively short of resources due to funding restrictions. Digital new media communication builds an online digital resource library to integrate high-quality resources from different colleges, professional dance associations and sports institutions, systematically sort out and digitally present teaching videos, movement disassembly, competition performances, cultural popularization and other contents, and create a standardized resource system^[7]. The resource library is open to all students for free, breaking inter-college and regional resource barriers, allowing students with different foundations to conveniently access high-quality resources and making up for the insufficient resource supply in some colleges.

2.5. Reshape the communication ecology and deepen the transmission of aesthetic value

The traditional popularization mode focuses on skills rather than culture, making it difficult to achieve the core goal of aesthetic education. Digital new media communication reshapes the communication ecology of sports dance through diversified content forms: create popular science contents such as dance origin and aesthetic feature interpretation to let students understand the history, culture and aesthetic connotation of sports dance^[8]; cultivate aesthetic taste through immersive audio-visual experience to let students feel physical beauty and rhythmic beauty; integrate sports dance with campus culture and traditional culture to create original works, making sports dance an important carrier of campus aesthetic education and realizing "educating people with beauty and cultivating people with culture".

3. Practical paths of digital new media communication empowering the popularization of college sports dance

3.1. Build a three-dimensional content system of "professional + interesting + cultural"

Centering on the core goals of sports dance skill teaching, interest guidance and aesthetic education, build a multi-dimensional and differentiated digital content matrix. For skill learning needs, disassemble core knowledge points such as basic steps, force skills and rhythm control into micro short videos of 1–3 minutes,

adopt the form of “slow-motion demonstration + key frame annotation + voice explanation + text prompt” to adapt to fragmented learning habits, and present them by dance type and learning stage (beginner, basic, advanced) to meet the differentiated needs of students with different foundations and help students master skills step by step. Taking college students’ campus life as the starting point, create practical contents such as “dormitory aerobics”, “between-class dance clips” and “social tips”, launch interactive topics such as “duet challenges” and “casual shots”, and match with life materials such as interesting knowledge and daily dance of teachers and students to show the fun and affinity of sports dance and eliminate students’ cognitive distance. Meanwhile, deeply explore the cultural connotation and aesthetic value of sports dance, produce special popular science videos on dance origin and Sino-foreign cultural differences, and convey cultural heritage through documentaries and interviews; combine national style culture and campus festivals for original choreography, and release competition performances and excellent works to let students improve aesthetic appreciation and artistic expression while feeling the charm of art, realizing the in-depth integration of skill popularization and aesthetic education.

3.2. Create a two-way linked communication matrix of “online + offline”

Based on full audience coverage and actual participation transformation, build a communication system with multi-platform collaboration and online-offline linkage. Build a differentiated communication matrix according to the platform attributes and user portraits of Douyin, WeChat Channels, Xiaohongshu and Bilibili: Douyin and WeChat Channels focus on fast and interesting drainage, basic introductory content and campus dynamics, achieving precise reach through platform algorithms; Xiaohongshu focuses on young female audiences, mainly pushing sports dance outfits, practical skills and basic teaching content; Bilibili focuses on long video resources such as systematic courses, cultural popularization and competition replays to accumulate core learning users^[9], forming a multi-platform complementary communication pattern. Relying on online traffic, create diversified offline landing scenarios: carry out regular experience courses, master workshops and skill training camps to provide students with professional practical guidance; hold campus performances, themed dances and skill competitions to build an achievement display platform and enhance students’ sense of accomplishment and belonging; establish offline learning communities based on campus sports dance clubs, organize daily practice and check-in activities to form a learning community of mutual help and progress, solving the problem of lack of guidance for after-class practice. Establish and improve a two-way online-offline linkage mechanism to build a closed loop of “online communication – offline participation – content reproduction – recommunication”: edit wonderful moments of offline activities into short videos and live playback for secondary online communication to expand activity influence; set up exclusive Q&A sessions and customized teaching content in offline activities according to learning questions and needs fed back by online students; encourage students to shoot videos of offline learning results and share them online, and teachers realize mutual teaching through online comment and guidance, promoting a virtuous circle of sports dance popularization.

4. Guarantee strategies for digital new media communication empowering the popularization of college sports dance

4.1. Improve teachers’ ability and build a compound teaching and creation team

Teachers are the core force of digital popularization. Colleges and universities should include digital communication ability in the training and assessment system of sports dance teachers. Regularly organize teachers to participate in special training such as short video shooting, editing and live streaming operation, and invite new media experts and famous teachers to provide practical guidance^[10]; establish a digital ability

assessment mechanism, include digital teaching achievements and content creation quality into teaching evaluation, and encourage teachers to improve innovation ability. Encourage professional teachers to cooperate with students majoring in new media and visual communication to form a “teacher + student” creation team, realizing the complementary professional and technical advantages.

4.2. Improve platform construction and strengthen resource and hardware support

Colleges and universities should increase capital investment and strengthen material basic support. Build an on-campus digital learning and communication platform for sports dance, integrate teaching resources, learning data and interactive feedback to realize precise resource push and data analysis; equip professional cameras, tripods and other equipment, purchase editing software such as CapCut and PR, and build a small live broadcast room to meet the needs of content creation and live teaching; strengthen cooperation with local sports departments, dance associations and professional training institutions to introduce high-quality teaching and competition resources and enrich the on-campus digital resource library.

4.3. Improve long-term mechanisms and gather a synergistic education force

Establish and improve incentive evaluation and cross-departmental coordination mechanisms. Set up a special reward fund for digital communication to commend and reward outstanding teachers, students and teams; include students’ participation in digital learning and offline activities into the usual grades of physical education courses and comprehensive quality evaluation to stimulate participation enthusiasm. Led by the Department of Physical Education, a working group was set up jointly with the Publicity Department, Information Office, Communist Youth League Committee and various secondary colleges, to clarify the division of responsibilities^[11–15], break departmental barriers and form a synergistic education pattern.

5. Conclusion

With the core advantages of expanding boundaries, lowering thresholds, increasing fun, gathering resources and transmitting beauty, digital new media communication accurately solves the dilemmas of narrow communication channels, low participation willingness, unbalanced resource supply and insufficient transmission of aesthetic value in the popularization of college sports dance, which is highly consistent with the popularization needs of inclusiveness, aesthetic education and practicality. Building a three-dimensional content system of “professional + interesting + cultural” provides high-quality and diverse content support for popularization; creating a two-way linked communication matrix of “online + offline” realizes the effective transformation of traffic drainage and actual participation; the three-dimensional guarantee strategies of teachers, platforms and mechanisms provide talent, material and institutional support for popularization. The three synergistically build a complete practical system of digital empowerment for sports dance popularization.

In the future, the digital popularization of college sports dance should base on college students’ needs, continuously strengthen content innovation and deeply explore the connotation of sports-art integration; focus on virtual-real integration to promote the in-depth linkage of online and offline scenarios; strengthen multi-subject collaboration inside and outside the campus to integrate high-quality resources; keep up with the trend of digital technologies such as generative AI and VR/AR to innovate communication forms and learning experiences. Let digital new media communication become a long-term driving force for improving the quality and efficiency of sports dance popularization, help colleges and universities implement the goals of sports-education integration and fostering virtue through education, and promote the high-quality development of sports aesthetic education.

Disclosure statement

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