

INTEGRATION OF DOUYIN MEDIA AND HEURISTIC TEACHING METHOD IN DRAMA PERFORMANCE ACHIEVEMENT OF GRADE 10 STUDENTS IN YUNNAN PROVINCE, CHINA

BY
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Abstract

This study aimed to use the Integration of DouYin and Heuristic Teaching Method to improve students' performance achievement in drama. The group consisted of 30 Chinese students in Grade 10 in Yunnan Province, China. Four lesson plan, pre-test, post-test and questionnaire were used to collect data, and descriptive statistical analysis and paired sample T-test were used for analysis. The data were collected for a four-week period and the teaching experiment was conducted in a middle school in Yunnan Province.

Pre-test and post-test results showed an improvement in drama performance in the sample group, with a mean difference of 3.24 points between pre-test scores (\bar{x} =33.13, SD=2.88) and post-test scores (\bar{x} =36.37, SD=2.97). The data collected from the questionnaire show that all items in the questionnaire were highly evaluated. The majority of students in the sample group expressed positive satisfaction with the application of the Integration of DouYin and Heuristic Teaching Method in drama performance learning. This study showed that the Integration of DouYin and Heuristic Teaching Method provides a new teaching idea for learning of drama performance.

(Total 94 pages)

Keywords: Heuristic Teaching Method, DouYin media, Drama Performance, Student Satisfaction, Senior One Students

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Chapter 1

Introduction

This chapter explains the background and rationale of the study; research objectives; research questions; research hypothesis; scope of the study; conceptual framework of the study; operational definitions; expected outcomes of the study, and limitations of the study.

1.1 Background and Rationale of the Study

Drama performance is a comprehensive stage art that uses various artistic means such as literature, music, dance, and visual arts to shape stage characters and reveal social conflicts, reflecting social life. Drama is based on literature and combines various forms, such as language, movement, dance, music, visual arts, and costumes, to achieve narrative purposes through integration. Drama performance typically includes types such as traditional opera, opera, and drama. Drama performance requires actors to master corresponding stage performance skills and psychological qualities. Actors need to use their whole body to perform and integrate themselves into the prescribed situations. The lifelike nature of Drama performance does not mean replacing performance with real life but rather using real life as a basis, selecting and refining to portray the artistic characteristics of characters in real life. Drama performance is an art form in which actors portray characters and create character images through stage actions. Drama performance can enhance language expression, self-awareness, perspective-taking, imagination, creativity, leadership, and self-confidence.

Drama education originated from two educational ideas of the 18th-century French philosopher Rousseau: "learning through practice" and "learning through dramatic practice." In 1930, educator Caldwell Cook in the UK first applied theatrical method to art curriculum teaching. Since then, the use of theatrical teaching method

has developed in European and American countries. From the early 20th century to the present, educational drama, as a comprehensive quality teaching method and a mature discipline in developed countries in the West, has undergone more than 100 years of steady development. It integrates theories from various disciplines such as education, psychology, sociology, aesthetics, philosophy, drama studies, linguistics, semiotics, and anthropology. It is a core compulsory course in compulsory education in developed countries such as the UK, the USA, and Finland. Drama education was introduced to China in 1995, and Professor Li Yingning has made efforts to introduce and promote it in China, including inviting foreign experts to give lectures, exchanges, and practices. In China, using drama education as an effective approach to implementing quality education and character education in school education has gradually become a consensus. Drama education classes introduce different prescribed situations for students to think, feel, and experience different lives. The nature of drama performance allows for diverse prescribed situations in the classroom. students complete designated performance exercises in different prescribed situations, such as solo performance, duet performance, or group performance. While role-playing, students can establish their own beliefs, sensitivity, and imagination. They can transform from the first self into the second self and think about the prescribed situations through the role rather than their own identity, which can cultivate students empathy and independent thinking ability. Drama education can help adolescents overcome difficulties encountered in the cultivation of empathy. Hu (2023) believes that the purpose of drama education for adolescents is to continually improve themselves, improve their quality of life, and enhance their relationships with the surrounding environment. Drama education can enhance students sense of belonging. Storytelling and dramaturgical symbolism provide opportunities for adolescents' growth, emotional development, and understanding of others' feelings, which are closely related to their learning and daily life.

Yu (2023) points out that drama education is committed to the development and improvement of human nature. It has the characteristics of aesthetics, emotionality, practicality, creativity, and humanism, and has a positive promoting effect on enhancing students artistic literacy and comprehensive development. Song (2023)

states that drama also possesses narrative and literary qualities, with intricate plots, intense dramatic conflicts, and suspense, providing students with a three-dimensional, imagery, and dramatic world. The nature of drama aligns well with students natural inclination for imitation and play. Drama's high level of "realism" and "participation" is unique compared to other art forms. To some extent, drama is the best artistic means for students to relax, learn, experience, and entertain, other than the real world, helping students develop comprehensively. However, from the current situation of high school drama performance teaching, there are issues such as a single teaching content and dullness. Li (2023) believes that there are certain gaps between China and some countries. The current high school drama performance teaching faces many problems, which hinder the smooth implementation of drama performance teaching and affect the improvement of its quality. Hong (2023) points out that the analysis of the problems in high school drama education includes a single teaching model, a lack of practical contexts, and a lack of interactive communication. At the same time, most students lack sufficient understanding of drama performance, leading to a lack of interest and initiative, which presents more obstacles to learning drama performance. How to make the classroom more lively and interesting, improve students learning motivation and enthusiasm for performance creation, and help students better understand and experience drama performance is a question that deserves our reflection and improvement.

Based on this, researchers have combined domestic and foreign teaching examples and selected the Heuristic Teaching Method from many excellent teaching method to combine it with DouYin Media, proposing a strategy to integrate DouYin and Heuristic Teaching Method in drama education. It can stimulate students interest in performance, create a suitable performance training environment, enhance students imagination and creativity in plot, improve their self-confidence, and help their overall development. Therefore, this study first analyzes the existing problems in drama performance teaching and proposes improvement suggestions accordingly, aiming to promote the smooth implementation of drama performance teaching and enhance the drama performance abilities of grade 10 students.

DouYin is a creative short video social Media app developed by the Chinese company "ByteDance." The app was launched on September 20, 2016, and is a short video community Media for all age groups. According to the "2020 DouYin Data Report" released by ByteDance, as of the end of 2021, the number of DouYin users has reached 700 million, and the Media has more than 10 billion various types of short videos. According to the "2021 Internet Communication Main Body Coverage Ranking" published by the China Internet Association, DouYin ranks first in short video Medias with a total score of 95.64. Currently, the classification of DouYin videos mainly includes entertainment, professional information, popular science education, creativity, and skill sharing, accounting for over 70% of DouYin total video plays. The video formats include short videos, long videos, and live streaming. Usergenerated content on DouYin is completely free and accounts for 90%. DouYin has become the most influential short video Media in China.

According to the "Statistical Report on China's Internet Development Status in 2020" released by the China Internet Network Information Center, the number of Chinese citizens using short videos on the internet reached 870 million, accounting for 88.3% of the total number of internet users. It is evident that people in the new era tend to seek knowledge and showcase themselves in the online world. As one of the giants in the short video Media, DouYin has a massive young user base. Its characteristics of short, concise, and fast content are more in line with the learning needs of the younger generation. DouYin simplifies complex and lengthy knowledge and makes professional and difficult knowledge accessible to the general public, promoting the rapid and convenient dissemination of knowledge.

With the development of technology, multimedia education has many advantages in practical teaching. Liu (2023) points out that online education models can effectively break the limitations of space, time, and other factors in traditional teaching, ensuring greater flexibility in communication between teachers and students. Internet Medias can create a good interactive environment while enhancing classroom efficiency and promoting communication between teachers and students. It also increases students learning enthusiasm and interest. DouYin Media's live courses and

video tutorials provide rich learning resources and have gained widespread recognition and support from students. students generally consider using DouYin Media for learning as necessary and beneficial (Li, 2022).

Teachers can use DouYin online live classes to enable students to learn "anytime, anywhere." Teachers can also record the live process and upload it to their DouYin account homepage, allowing students to freely watch and review the lessons anytime, anywhere, enhancing their understanding and consolidation of the knowledge points.

Utilizing DouYin can help students achieve the following:

Enhancing students creativity: DouYin provides a Media for students to express their creativity through short videos. Encourage students to create their own drama performances, monologues, or scenes and share them on DouYin. This will help them develop acting skills, explore different roles, and express themselves in unique ways.

Exploring diverse performances: DouYin features content from various creators. Encourage students to follow professional actors, drama schools, or theater groups on DouYin. This exposes them to different performance styles, works, and techniques, inspiring them to try new approaches and method in their own drama performances.

Collaboration and feedback: DouYin allows students to collaborate on joint performances or respond to each other's videos. This collaborative process encourages teamwork, communication, and constructive feedback.

Analysis and evaluation: DouYin videos can serve as learning resources for analyzing and critiquing performances. Share professional drama performance or scene videos with students and discuss their strengths, weaknesses, and techniques used. Encourage students to analyze and evaluate these videos, fostering their critical thinking abilities.

Li (2022) believes that DouYin Media indeed broadens the path for students independent learning and has a positive impact on drama performers, contributing to their performance growth. DouYin Media has changed the traditional teaching model, broadened students understanding of drama performance, enhanced students autonomy in learning, met their individualized needs for performance learning, and enhanced the practicality and diversity of their learning in drama performance.

At the same time, the Heuristic Teaching Method is one of many excellent teaching method. It can fully mobilize students learning initiative, empower them as the main actors in the learning process, and enable them to actively acquire knowledge and develop intelligence through active thinking, operation, and practice. Yang and Wu (2021) believe that Heuristic Teaching Method is a student-centered teaching method that guides students to learn and think actively, fosters their creative thinking, stimulates their learning interests, and thereby enhances the level of teaching.

Geng (2022) states that Heuristic Teaching Method is a student-oriented teaching approach in which teachers play a supporting role. Teachers need to guide students from the perspective of students to better integrate into the classroom. During the guidance process, students can gradually develop their curiosity and exploration of drama by actively understanding relevant knowledge of drama performance, allowing them to take a more proactive approach to their learning and understand and experience drama performance. This approach can cultivate students empathy and independent thinking ability. Heuristic Teaching Method can help young people face real-life social issues better while cultivating empathy.

Integrating DouYin and Heuristic Teaching Method has the following advantages:

Providing diverse learning resources: DouYin Media offers a rich variety of drama performance videos and creative content. The Heuristic Teaching Method can guide students to extract valuable elements from them and apply them to their own performances.

Personalized learning experiences: The DouYin Media allows students to choose and watch different styles and themes of drama performance works according to their preferences. The Heuristic Teaching Method can guide students to think independently, find suitable drama styles and themes, and develop their unique performance styles and personalities.

Stimulating students creativity and autonomy: DouYin Media allows students to create and share their own drama performance works. Through the Heuristic Teaching Method, students are encouraged to explore role shaping, performance skills, and stage presentation in an autonomous and creative manner. This process of autonomous and creative learning can stimulate students creativity and enhance their performance in drama.

Promoting students critical thinking and analytical abilities: By observing and analyzing drama performance works on the DouYin Media, combined with the Heuristic Teaching Method, students can be guided to raise questions, analyze and evaluate the strengths and challenges of different performance works, develop critical thinking and analytical abilities, gain a more comprehensive understanding, and apply them to their own performance practices.

The integration of DouYin and Heuristic Teaching Method can enhance teaching quality, improve teaching efficiency, and achieve a synergistic effect greater than the sum of its parts.

Based on the above information, this study aims to improve the drama performance abilities of grade 10 students in Yunnan Province. It will achieve this by using DouYin Media and the Heuristic Teaching Method. The study is expected to provide effective references for the implementation of high school drama performance teaching in the future. The purpose of this research is to demonstrate how to apply DouYin and the Heuristic Teaching Method in drama performance teaching, create new teaching method using DouYin and Heuristic Teaching Method, improve students satisfaction with learning drama performance, and enhance Chinese students drama performance achievement.

1.2 Research Objectives

- 1.2.1 To compare grade 10 Chinese students achievement in drama performance using DouYin Media with Heuristic Teaching Method.
- 1.2.2 To investigate grade 10 Chinese students learning satisfaction towards using DouYin Media with Heuristic Teaching Method in drama performance.

1.3 Research Questions

- 1.3.1 Would the use of DouYin Media with Heuristic Teaching Method help to improve the drama performance achievement of grade 10 Chinese students in Yunnan Province?
- 1.3.2 Would Chinese grade 10 students exhibit satisfaction towards using DouYin Media with Heuristic Teaching Method in learning drama performance?

1.4 Research Hypotheses

- 1.4.1 The use of DouYin Media with Heuristic Teaching Method would help improve through the use of grade 10 Chinese students drama performance achievement.
- 1.4.2 Chinese grade 10 students would exhibit satisfaction towards using DouYin Media with Heuristic Teaching Method in learning drama performance.

1.5 Scope of the Study

This study was conducted in the specific context described in this paper; therefore, generalization of the results must be done with caution, especially at different levels of education and when using different research tools.

First, the context of this study was a high school in Yunnan Province. In addition, data were collected from grade 10 art students in that particular school through questionnaire and test scores.

Secondly, in Yunnan Province, teachers have standardized teaching reference books for teaching activities. However, they are free to design and implement their own teaching method and activities according to students needs and interests. Therefore, through this study, the researcher would like to propose the use of DouYin Media as one of the learning mediums to improve students achievement in drama performance together Heuristic Teaching Method.

1.5.1 Location of the Study

This study was conducted in a high school in Yunnan Province, China. The school was located in Beimen Street, Wuhua District, Kunming, Yunnan Province. The school include 30 teaching classes, 97 staff members and more than 1,500 students.

There were two drama performance classes, each with 40 students.



Figure 1.1 shows the location of the study schools

Source: Baidubaike, 2018

1.5.2 Population and Sample

This study used a cluster random sampling method to select 30 students from the two drama performance classes for research, 30 students from each class. The participants were 30 students from a high school in Yunnan Province, China. Their ages ranged from 16 to 17 years old, with 15 females and 15 males.

1.5.3 Time Frame

This study was conducted during the second semester of the 2023 academic year in China, with two weekly sessions for a total of four weeks of instructional experimentation. Eight 90-bell lesson plans totaling 720 minutes were designed for this study.

Activity Mar May Jun Jul Aug Sep Oct Nov Apr Literature Review Research Proposal Data Collection Data Analysis Report Writing Final Defense

Table 1.1 Shows the timeline of this study.

1.5.4 Content of Lesson plans

In this study, the researcher designed four lesson plans divided into eight sections, each lasting 90 minutes. The theme of each lesson was based on the National Key Textbook for Higher Art Education "Ninth Five-Year Plan", "The Basics of Stage Performance" (Liang & Li, 2002).

Table 1.2 Content of the study

| Lesson Plans | Topics | Integration of DouYin and Heuristic Teaching Method |
|---------------|----------------------------|-------------------------------------------------------------------------------------------------------------|
| Test | Pretest | Impromptu performance |
| Lesson Plan 1 | Imagination training | "Improvised Storytelling" Classroom ("Open your mind, develop your interest) |
| Lesson Plan 2 | Feelings and Adaptations | Feeling the classroom ("I am a blade of grass" "I am a fish") Experiencing feelings and adapting to change |
| Lesson Plan 3 | Observation and simulation | Imitation classroom ("animal imitation" "classmate imitation") Concentrate and notice the difference |
| Lesson Plan 4 | Physical expressiveness | Dance class ("Writing with the Body") relaxes the form, the |
| Test Posttest | Posttest | Impromptu performance |

1.6 Conceptual Framework of the Study

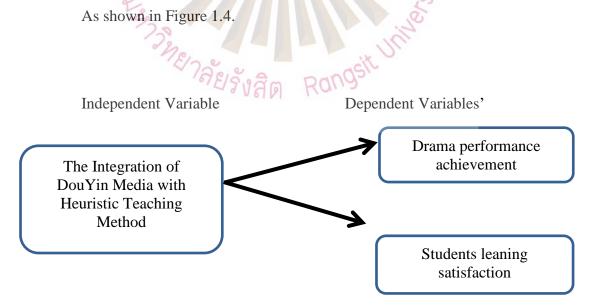


Figure 1.2 Independent and dependent variables

In this study, the independent variables were integration of DouYin Media with Heuristic Teaching Method. Dependent variables included students drama performance achievement and students satisfaction with the use of DouYin Media with Heuristic Teaching Method.

1.7 Definitions of Terms

Integration of DouYin Media and Heuristic Teaching Method refers to the technique that, DouYin Media has built a high-quality ecosystem for producing educational videos based on the needs of users and creators, covering a diverse cultural community with over 870 million fans. Today, DouYin has become a widely used learning resource website in China, offering a massive amount of learning materials. On the other hand, Heuristic Teaching Method is one of many teaching method that provides students with opportunities for critical thinking and develops their logical reasoning abilities, enhancing their independent thinking skills. In this study, the researcher utilized DouYin to play instructional courseware, including piano music, animal videos, and dance videos. Through the application of Heuristic Teaching Method, students were encouraged to draw conclusions through their own thinking and efforts. This approach enhanced their imagination, creativity, adaptability, observational skills, imitation abilities, physical control, and relaxation, allowing them to grasp performance knowledge and skills and experience a sense of accomplishment in their learning, thereby achieving higher teaching efficiency.

Drama performance is an art form that conveys stories, emotions, and ideas through the performances of actors. It is a comprehensive artistic expression that usually includes a combination of elements such as words, movement, expression, and voice. Dramatic performances can be performed on stage or conveyed through media such as film and television.

The following are some of the basic characteristics and definitions of dramatic performance:

Role-playing: Actors present the character, emotions and destiny of a

character through speech and movement by playing a specific role. The actor needs to understand the psychological state of the character and embody it.

Plot and story: Dramatic performances are usually based on a pre-written script that contains a series of plots and storylines. Actors act out the development and climax of the plot.

Staging: Most theater performances take place on a stage, and actors need to adapt to the stage environment, including the set and lighting effects. Acting on stage requires actors to have good stage presence and a good sense of space.

Language and Dialogue: Dramatic performances usually involve dialogue and verbal expression. Actors need to use words to convey emotions, information, and storylines.

Directing and Crewing: A theater performance usually involves a director who directs the actors and a crew that is responsible for stage design, costumes, lighting, and sound.

Audience Participation: Theatrical performance is an art form of interaction with the audience, in which the actors use their performances to elicit empathy, reflection, and emotional experience from the audience.

Overall, theater performance is a complex and creative art form in which words and stories are transformed into vivid visual and auditory experiences through the performances of actors, while at the same time resonating with the audience through the transmission of emotions and ideas.

In this study, the researcher integrated Heuristic Teaching Method with the assistance of DouYin Media in drama performance education. The specific steps were as follows:

1) Playing piano music on DouYin Media, guide students to close their eyes and meditate, and after the music ends, ask students to create stories based on the piano piece they heard. This exercise aims to open up students thinking, exercise their imagination and creativity, and stimulate their interest in learning.

- 2) Playing music on DouYin Media, guide students to close their eyes and meditate, and prompt them to stand, walk, or even dance based on the recorded instructions. This activity aims to enhance students sensory perception and adaptability as the scenes change in the recording.
- 3) Having students imitate their classmates or animals and upload their imitations to their own DouYin accounts for discussion and evaluation. This exercise helps develop students observational skills and imitation abilities.
- 4) Using DouYin to learn dance routines, which can improve students coordination, as well as their ability to relax and control their movements, enabling them to better master the physical actions required for their roles on stage.

In this study students drama performance achievement was evaluated by the researchers based on the following aspects:

- 1) Whether students are focused during the performance.
- 2) The completeness of the story arrangement.
- 3) The vividness and imagery of animal imitations.4. The harmony of cooperation among team members.

All of these aspects was assessed through pre-tests, post-tests, and scoring criteria.

Student satisfaction refers to the interest, motivation, engagement, and effectiveness of Chinese grade 10 students in learning drama performance achievement using DouYin Media and Heuristic Teaching Method. In this study, student satisfaction was measured through, 5-point Likert scale questionnaire, consisting of 15-items.

Chinese grade 10 students refer to students in China who were 16-17 years old, studying in a drama performance class in a school in Yunnan Province, China.

1.8 Limitations of the Study

- 1.8.1 This study was limited to Grade 10 students in a school in Yunnan Province, China. This study did not represent all 10grade students in China, nor was it typical.
- 1.8.2 The experimental period of this study was short, completing the lesson plans and data collection within one month, so the results may be unreliable.

1.9 Significance of the Study

- 1.9.1 The use of DouYin Media was helpful to improve the drama performance skills of tenth grade students in Yunnan Province, China.
- 1.9.2 The results of the study clearly showed students satisfaction with using DouYin Media to learn theater performance skills.
- 1.9.3 This study provided acting teachers with new ideas for teaching dramatic acting. Integration DouYin Media and Heuristic Teaching Method to improve students drama acting skills.

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Chapter 2

Literature Review

This chapter introduces the development of drama in China from three aspects: China's education policies, the implementation of drama in higher education and secondary education in China. It explains the operation of drama performance under the application of Heuristic Teaching Method. The benefits of multiMedia teaching in the classroom are outlined, along with the introduction and significance of DouYin Media in drama performance teaching. The chapter also discusses the application of Heuristic Teaching Method in drama learning. Furthermore, it explores the fundamental practices and importance of DouYin and Heuristic Teaching Method in drama performance. Based on these discussions, the chapter summarizes the teaching approach of drama performance in high school arts classes.

2.1 Drama Performance Education in China

2.1.1 The Development of Chinese Drama Performance Education

Drama education has existed in ancient China, primarily manifested through various forms such as traditional opera, Peking opera, and Sichuan opera. Modern "drama education" in China began to gain awareness and prominence in the 1990s with the introduction of Western "spoken drama." Leading institutions like Tsinghua University initiated drama education courses. However, due to the lack of teaching experience and pedagogical method at that time, implementing drama education in China was quite challenging. Although drama performance courses were introduced in higher education institutions nationwide, the field was still in its early stages due to the absence of comprehensive teaching plans, proper teaching environments, and well-established educational concepts and theoretical knowledge.

Nonetheless, with the popularization and dissemination of the concept of "drama education" domestically, China's drama education has experienced significant development. Zhou (2008) believes that promoting drama education in schools is not

only beneficial for improving teaching method and enriching educational resources but also conducive to fostering students comprehensive qualities and various abilities, thereby enhancing the effectiveness and achieving the goals of education.

After the establishment of the People's Republic of China, drama arts received increased attention from the government, entering a new era of development. Drama education also showcased new historical characteristics, guided by the government's policy of "professionalization and standardization." As a result, formal drama schools gradually emerged, such as the Central Academy of Drama, Shanghai Theatre Academy, China Academy of Traditional Chinese Opera, Beijing Municipal School of Traditional Opera, Shanghai Municipal School of Traditional Opera, Tianjin Municipal School of Traditional Opera, and other art schools with drama education programs, forming a complete education system from secondary vocational schools and junior colleges to undergraduate programs. These drama education institutions vigorously promoted the Stanislavski acting system introduced from the Soviet Union (Jia, 2007).

Currently, drama academies focus on cultivating professional talents and aim to enhance students practical abilities. The main course forms include performance classes, physical training classes, and actor's lines classes. Evaluation is primarily based on drama performances. Throughout the teaching process, almost all demonstrations and teaching materials are derived from textbooks, leading to limited learning resources for students and restricting the availability of relevant case studies for learning and practice. This approach imparts authoritative knowledge of drama performance to students, and teachers' instructional intentions are relatively easy to achieve, providing professional guidance for students with weaker drama performance abilities. However, it hinders the development of students initiative, creativity, and artistic imagination.

2.1.2 Problems in the Current State of Drama Education in China

Firstly, Zhuang (2021) points out that with an increasing number of universities offering drama performance majors, there is a tendency for imbalanced distribution of educational resources in drama education. Some institutions may have a

relatively narrow focus on traditional stage performance forms taught in textbooks, lacking exploration and understanding of other forms of theatrical expression and cultural elements. Furthermore, some schools may still adopt traditional teaching method where students creative work is solely guided by direct instructions from teachers. Drama education should encourage students creativity and individuality, but overly rigid teaching method may stifle students expressive abilities, impeding their capacity for proactive learning, critical thinking, innovation, and diversity.

Secondly, concerning drama performance, while emphasizing the learning of fundamental knowledge from textbooks, it is equally important to adapt to contemporary changes and expose students to avant-garde and diverse theatrical works. As technology advances, multiMedia plays an increasingly crucial role in drama performance and creation. Integrating multiMedia technology allows students to extend their understanding of drama performance beyond textbooks, enabling them to explore the theatrical cultures worldwide. However, some outdated teaching method may not fully utilize modern technology, limiting students comprehension and exploration of the integration of drama art and technology (Liu, 2021).

Thirdly, in the context of drama performance, empowering students subjectivity and nurturing their ability for independent creation are of great significance. Encouraging students to independently create dramatic works and fostering their capacity for critical thinking are essential. However, at the current stage, some outdated teaching method overly emphasize fixed performance norms and patterns, demanding students to conform entirely to predetermined forms when interpreting roles or presenting plots, which may curtail their individuality and innovation. Such rigid performance norms might restrict students expressive freedom and hinder their motivation and interest in independent thinking and creative engagement in drama performance (Liu, 2020).

2.2 The Significance and Application of Drama Performance in China's Education System

2.2.1 The Significance of Drama Performance in China's Education System

Drama performance holds significant importance in China's education system, positively influencing students comprehensive and overall development, manifested in the following aspects:

Enhancing Expression and Communication Skills: Drama performance requires students to portray various roles on stage, fostering their expression and communication abilities. By embodying different characters, students need to understand their emotions and psychology, enabling them to better articulate their viewpoints and feelings, thereby improving their oral communication skills.

Boosting Confidence: Involvement in drama performance exposes students to presentations before an audience and peers, which is crucial for building self-confidence and courage. Receiving affirmation and recognition during performances enhances students self-assurance, making them more steadfast and proactive when facing various challenges.

Cultivating Teamwork Spirit: Drama performances often necessitate collaboration among students to collectively create a cohesive performance. During this process, students learn to coordinate, cooperate, and solve problems together. Participating in drama performance allows students to experience the importance of teamwork, fostering listening skills and respect for others' opinions.

Nurturing Imagination and Creativity: Drama performance encourages students to portray diverse roles and explore various ways of interpreting characters' lives, stimulating their imagination and creativity, enabling them to showcase their unique characteristics during performances.

Enhancing Emotional Awareness and Expression: Drama performance demands an in-depth understanding of emotions and motivations behind different characters, providing students with an opportunity to experience various facets of life, thereby strengthening their emotional awareness—a unique experience that only drama performance can offer (Wu, 2017).

According to Liu (2010), drama education employs dramatic method and elements in teaching or socio-cultural activities, allowing learners to achieve learning objectives and purposes through theatrical practice. Drama education emphasizes learner participation, enabling learners to explore knowledge through sensory experiences and discover possibilities and new meanings through mutual communication. In Western countries, drama education is considered a crucial teaching method for fostering students comprehensive qualities and abilities, even regarded as one of the most effective teaching approaches. In China, drama education is currently in its early stages, but an increasing number of parents are recognizing its importance in cultivating students overall qualities (Chang, 2021).

In summary, drama performance in China's education system not only represents cultural heritage and artistic expression but also serves as an educational tool for promoting students comprehensive development. Through drama performance, students receive training in multiple aspects, enhancing their personal qualities and overall abilities, becoming more confident, imaginative, and creative individuals.

2.2.2 The Application of Drama Performance in High School Curriculum

As a drama performance teacher, it is essential to design teaching plans that align with students interests, needs, and learning preferences. Understanding students interests and preferences in drama, as well as their opinions on different performance forms and types of drama, aids teachers in meeting students needs and designing appropriate teaching content. While maintaining professionalism, teachers should not be confined to traditional drama performance forms and should incorporate more diverse performance method, such as improvisation, drama games, and short play creation. Encouraging student autonomy and creativity through diverse performance forms can cater to students various interests and stimulate their enthusiasm for learning. Therefore, teaching should emphasize targeting and effectiveness. I have summarized some exploratory teaching method as follows:

Watching Domestic and International Classic Drama Works: Showcasing

classic domestic and international drama works, such as "Hamlet," "Macbeth," "King Lear," "Sunrise," "Thunderstorm," etc., combines drama education with iconic plays, allowing students to personally experience the charm and artistic ambiance of drama, thereby inspiring their understanding and love for drama.

Encouraging Expression, Respecting Differences, and Self-Recognition: Teachers should encourage students to express themselves boldly and respect their individualities and style differences. Drama performance involves a process of self-expression and self-presentation to the audience, allowing students to showcase their strengths and, at times, reveal weaknesses. For instance, some students may lack coordination and appear tense on stage, leading to ridicule from peers. In such cases, teachers should provide encouragement, guiding students to understand and amplify their strengths while recognizing their weaknesses. Teachers should also encourage understanding and respect among students with different performance styles and preferences, offering support and encouragement while avoiding imposing a fixed performance model on all students.

Student Involvement in Drama Creation: Encourage all students to participate in drama creation, for example, allowing them to experience the entire process of drama performance. students can form drama groups independently, selecting or creating storylines, designing stage settings, and costumes, thereby enhancing their creativity and teamwork spirit.

In conclusion, drama performance cultivates students artistic sensibility, self-recognition, respect for differences, creative abilities, and teamwork skills, holding significant importance for their physical and mental development.

2.3 The Significance of DouYin Media for High School Drama Performance Courses

2.3.1 The Significance of DouYin Teaching

As a social video application, DouYin has exerted significant influence not only among young users but also across society. With a massive user base of billions, particularly popular among young people, DouYin has become a highly influential social platform for rapidly disseminating information and content. Since its launch in 2016, DouYin has gradually become an essential vehicle for cultural communication in society, and its successful experience in information technology-assisted cultural transmission holds important implications for international cultural education and teaching during the period of cultural transmission bottleneck (Ma & Xia, 2022).

DouYin collects, organizes, and analyzes user data, leveraging intelligent algorithms and big data technology to discern users' interests, activities, browsing habits, and provide precise recommendations. This efficient content creation and circulation process can encourage creators to sustain creative inspiration based on audience demand, attracting more viewers with similar interests. The cultural dissemination characteristics of "DouYin" involve recording, analyzing, and assigning relevant tags to users' daily search habits, engagements, and comments, enabling the system to push precisely tailored content, ensuring users receive a continuous stream of relevant recommendations. This efficient cultural content circulation process is encouraging for both creators and viewers and aids viewers in accessing the learning resources they need (Zhang, 2022).

Li, Y. and Li, J. (2022) pointed out that DouYin contains a wealth of educational content, covering subjects, skills, and popular science knowledge, among others. Educators can use DouYin to share knowledge and experiences, providing valuable learning resources and information to students and other users, thus helping students access more professional and diverse knowledge. As a platform mainly featuring short videos, DouYin lively and interesting format attracts a large number of young users. Educators can creatively design educational content on DouYin, making learning more engaging and attractive, and stimulating students interest in learning.

However, Zhou (2021) emphasized that educators should exercise caution with educational content on DouYin. Educators need to ensure the accuracy and reliability of the content they share, avoiding misleading or false information. Similarly, when using DouYin, students should maintain good learning habits, approach information rationally, and avoid blindly pursuing short-lived excitement while neglecting in-depth learning and critical thinking. As an auxiliary platform,

DouYin can provide new avenues and inspiration for education, but it should not replace the importance of traditional educational forms.

In conclusion, DouYin impact on education is extensive, offering new educational approaches for educators and learners. Its broad educational resources and influence are significant advantages, bringing fun and attraction to both learners and educators.

2.3.2 The Significance of DouYin Teaching for High School Drama
Performance Courses

Gu (2022) pointed out that since the 20th century, new Media, supported by digital compression and wireless network technologies, have integrated various networks, such as the internet, communication networks, and broadcast television networks, incorporating multiple Media functions into one. Leveraging its high capacity, real-time nature, and interactivity, new Media have opened up unprecedented communication channels and multiple sources of information in the field of dramatic arts, facilitating the transmission of audio-visual information, aesthetic theory, and drama teaching interactions between teachers and students. This has gradually freed drama arts transmission from the constraints of people, time, and space, enabling new ways of thinking in cross-regional, cross-temporal, and even cross-disciplinary communication. It meets the diverse information transmission needs of drama knowledge and cognitive systems, providing an efficient and versatile technological platform for drama arts' cultural dissemination, inheritance, exchange, and research.

For Chinese 10grade students studying drama performance, Song (2022) mentioned that sharing performance works on DouYin allows students to showcase their acting skills. For example, students can upload video clips of monologues from "Hamlet" on DouYin and gain confidence in their performances through likes and comments from teachers and peers. This process helps students better understand their strengths and areas for improvement in acting, especially for those who have just started learning drama performance in high school.

Zhang (2021) believed that DouYin is an open platform with strong inclusiveness. students can freely exercise their creativity, record their performance

segments, and edit them with background music on DouYin. Trying and displaying different performance styles and characterizations can help students find their suitable acting styles, thus fostering their creativity and expression. For example, students can create "one-act plays," "improvisational performances," "mime acts," "monologues," and more on DouYin. This promotes livelier character and story representation in high school drama courses and unleashes students imagination and creativity.

Guo and Wang (2022) pointed out that publishing performance works on DouYin can improve students acting skills. As a multiMedia platform, DouYin allows students to practice acting skills anytime and anywhere. For instance, when practicing "animal imitation," students can record videos and upload them to DouYin for repeated viewing, helping them identify and improve their shortcomings. Through repeated practice, students can refine their acting skills and performances, gradually elevating their acting proficiency in high school drama performance courses.

Teachers can upload each class session to DouYin as videos to provide students with a clear understanding of the content. This approach can motivate students, liven up the classroom atmosphere, and stimulate their interest in learning.

2.4 The Theoretical Framework of Heuristic Teaching Method

Heuristic Teaching Method is one of the exemplary method in education, emphasizing the cultivation of students autonomy and inquiry skills. Liu (2013) pointed out that in China, the term "heuristic" was first used by the philosopher and educator Confucius during the Spring and Autumn Period, as recorded in the "Lunyu Shuye," which states, "When I impart, I prompt. When I present one corner of a subject and the student cannot deduce the other three, I do not repeat the lesson." The meaning behind this is that in heuristic teaching, educators must pay attention to the timing and conditions when students have seemingly understood but not fully grasped a concept or want to express but cannot do so, and then the teacher must prompt and enlighten them.

Luo and Jiang (2004) pointed out that in the West, Heuristic Teaching Method was first advocated by Socrates, the ancient Greek scholar. Socrates actively

promoted "heuristic dialogue," believing that the role of a teacher is to help students, guiding them to seek, experience, understand, master, and construct knowledge. The teacher's task is not to invent and disseminate knowledge but to act as a midwife to students thoughts.

Wu (2009) discussed that Heuristic Teaching Method encourages students to engage in active learning activities rather than passively accepting teachers' indoctrination, students construct knowledge and understanding through their own thinking, exploration, and practice. This active learning makes students more proactive, helping to stimulate their interest and motivation in learning. In Heuristic Teaching Method, teachers typically guide students to think about and solve problems, cultivating their critical thinking. By posing questions and arousing students curiosity, teachers can lead them to actively seek answers, promoting deep learning.

Jia (2017) believes that interest sparks the flame of wisdom, driving the exploration of knowledge and serving as the starting point for achievement. Teaching should be a two-way process involving both teachers' instruction and students learning. The effectiveness of students learning largely determines the effectiveness of teachers' instruction. Therefore, it is crucial to stimulate students enthusiasm for learning and trigger their intrinsic motivation for active learning. This requires fully mobilizing students initiative and proactivity, fostering their interest in learning. How to stimulate students interest in learning? Teachers should take the following aspects into account: establishing an equal teacher-student relationship and promoting democratic teaching. Heuristic Teaching Method emphasizes teacher-student activities, where teachers play a leading role in instruction, while acknowledging that students are the main agents of learning. Teaching is a bilateral interaction between teachers and students, requiring a harmonious teacher-student relationship, and teachers guiding students to take an active role in their learning.

During high school, students are in a stage where their physical and psychological development is not yet mature, and their ability for independent thinking is not fully formed. Shen, A. and Shen, F. (2017) pointed out that Heuristic Teaching Method can encourage students to think about and solve problems,

cultivating their critical thinking skills. Through problem-solving, students not only learn the answers but also develop questioning, analyzing, and evaluating abilities, thereby enhancing their thinking abilities. In the teaching process, teachers should pay attention to students themselves and use heuristic guidance to help them develop good thinking habits and learning abilities. This is of significant importance to students learning.

In China, high school students aged between sixteen and eighteen are at an age where they are about to enter society. However, due to the heavy academic workload, many students lack opportunities for practical experience and the development of problem-solving and life skills. Zhang (2015) argues that Heuristic Teaching Method emphasizes the application of learning, enabling students to apply their knowledge to real-life situations and problem-solving. This practical application helps students transform abstract knowledge into practical skills, increasing the effectiveness of learning and cultivating students abilities to learn independently and develop various skills, facilitating their comprehensive development.

In summary, Heuristic Teaching Method cultivates high school students initiative and spirit of inquiry, enhancing their learning abilities and thinking levels. Moreover, this approach also helps develop students creativity, innovation, and teamwork, laying a solid foundation for their future academic and career development.

2.5 The Significance and Application of Heuristic Teaching Method and DouYin Media Integration in Teaching Drama Performance

2.5.1 The Significance of Heuristic Teaching Method and DouYin Media Integration in Teaching Drama Performance

Zhuang (2021) points out that currently, drama schools mainly focus on training specialized talents, and most of the demonstrations and teaching content come from textbooks, limiting students access to learning resources and case studies. Additionally, some schools may still adopt traditional teaching method where students creations are completed under direct teacher guidance, which might inhibit students expressiveness and hinder their ability for active learning and creative diversity.

As one of the fastest-growing video-sharing platforms in China in recent years, DouYin has gradually entered classrooms. Yan (2023) mentions the necessity of curriculum reform and the influence of the era, as the use of short video platforms for learning has become a trend in online education to meet students personalized learning needs. Taking DouYin as an example, short video platforms, with advantages in mass sharing, interactivity, real-time communication, multiMedia, and community engagement, provide an essential learning platform for classroom teaching.

Tang (2018) believes that the diversity of DouYin education is reflected in teachers' flexible use of images, videos, animations, and other multiMedia information to facilitate students grasp of drama knowledge. The internet provides abundant and up-to-date information, offering a wide variety of drama teaching resources, making teaching more diverse. Its openness is reflected in students ability to access educational resources from different countries and regions on the internet, allowing them to learn about various drama cultures, breaking the barriers of campuses and regions. Its real-time interaction is manifested through video lectures, enabling real-time communication and interaction with teachers, and the use of chat tools to provide feedback on learning problems. By showcasing performance works on DouYin, students can practice and apply the acting skills they have learned in drama performance courses. This practical experience helps deepen their understanding and mastery of acting skills, and enhances their performance level.

Yao and Yang (2013) suggest that with the promotion of China's new curriculum standards, drama teaching in schools should shift from the traditional focus on knowledge and skills transmission to the main goal of cultivating students abilities for independent learning, self-exercise, independent thinking, and creativity in drama education. In drama teaching, Heuristic Teaching Method means that drama teachers should organize, inspire, and guide students to take a dominant position, fully exert their subjectivity, achieve comprehensive physical and mental development, cultivate students interest in drama performance, and establish a good teaching method for students independent learning.

Therefore, by Integrating of DouYin and Heuristic Teaching Method, the

teaching of drama performance to high school students can provide them with better learning resources, while putting students at the center of teaching and stimulating their enthusiasm for learning. This integration can foster students interest in learning, improve their acting skills, boost their self-confidence in performing, nurture creativity, promote interactive cooperation among students, and increase the influence of their performances. Such an educational approach is beneficial to students all-around development and encourages their active engagement in drama performance learning. (Yuan, 2013)

2.5.2 The Application of Heuristic Teaching Method and DouYin Media Integration in Teaching Drama Performance

Based on the teaching advantages of heuristic teaching method and DouYin Media, the following teaching plan is summarized.

Firstly, interesting teaching content will be presented on DouYin, and engaging drama performance teaching content will be designed. Selections may include light-hearted and humorous or creatively themed drama scenes, encompassing various styles such as drama, musical theater, and magical realism. Examples of classic works like "Charlie Chaplin," "Youth Forbidden Game," and "A Midsummer Night's Dream" can be used to stimulate students interest and enthusiasm, kindling their creative passion and encouraging them to imitate these iconic works to enhance their performance skills.

Secondly, demonstrations will be conducted using DouYin. Short videos related to drama performance will be shared on DouYin, such as "Stanislavski's Acting Approach" for experiential performance, advocating for actors to focus on their feelings and establish empathy with their characters, aiming to achieve an "incarnation" into the role. On the other hand, "Grotowski's Acting Approach" focuses on presentational performance, emphasizing the consistency of each performance, with rational control. Basic acting techniques and method will also be demonstrated to stimulate students attention and interest in learning. This approach will help students gain insights into the theoretical knowledge of professional drama performance.

Thirdly, students will be encouraged to create. The Heuristic Teaching

Method approach emphasizes active student participation and creative thinking. Organizing a small drama creation competition on DouYin will encourage students to participate in the creative process. They can form teams and write and perform drama scenes based on their ideas. For example, the teacher can assign a theme, such as "bank," and let students write scripts and rehearse independently. The final drama performance works will be recorded as videos and shared on DouYin. students can watch and comment on each other's performances, promoting interaction and communication. Timely and positive feedback and guidance will be provided after students complete their works, encouraging them to leverage their strengths and improve their weaknesses. Excellent drama performance videos can be selected and shared within the class or on the school's social Media platforms to encourage mutual learning and inspiration among students, enhancing their motivation and enthusiasm for drama performance learning.

In conclusion, by integrating DouYin, a popular social Media platform, into drama performance teaching, students interest in learning can be increased. Moreover, the Heuristic Teaching Method approach can stimulate students creativity and independent learning abilities, allowing them to gain drama performance skills and confidence in a relaxed and enjoyable atmosphere.

2.6 Student Satisfaction with Drama Performance Learning

In schools, students are the main participants in drama performance teaching, and their satisfaction with the teaching can comprehensively and objectively reflect the quality of drama performance teaching. Therefore, studying the relationship between the quality of drama performance teaching and student satisfaction is an important approach to exploring the improvement of student satisfaction and the level of school teaching quality in relation to drama performance education in China.

Liu (2023) and other researchers have defined student satisfaction from two perspectives: cognition and emotion. From a cognitive perspective, satisfaction is considered a subjective feeling that arises when an individual's learning needs are met. From an emotional perspective, satisfaction is a pleasant feeling that arises when

students are satisfied with the learning process.

Hu and Zhao (2023) pointed out that research on the quality of traditional higher education services shows that the quality of education services has a significant impact on student satisfaction. Research on online learning environments also shows that high-quality services have a positive impact on student satisfaction and a sense of belonging.

In measuring student satisfaction, the study adopts a questionnaire survey method, drawing on the measurement method used by many scholars. The survey covers five dimensions: drama teaching content, drama teaching resources, drama teaching method, drama teaching management, and the effectiveness of drama teaching.

Drama Teaching Content: This refers to the school's drama performance teaching plan for grade 10 students, such as the use and improvement of textbooks, and the implementation of drama performance curriculum plans by teachers.

Drama Teaching Resources: This refers to the software and hardware investment made by the school to implement drama performance teaching systematically. Examples include equipping drama performance classrooms with supporting facilities, purchasing drama performance teaching materials, and developing online resources related to drama performance teaching.

Drama Teaching Quality: This refers to the various services provided by drama performance teachers related to this subject, including teaching enthusiasm, attitude, and content.

Drama Teaching Management: This refers to the formulation of a school's drama performance teaching work plan, setting clear goals for drama performance teaching work, and ensuring that drama performance teaching work operates systematically and step by step.

Effectiveness of Drama Teaching: This refers to whether student satisfaction with drama performance courses has increased and whether it has improved their

drama performance scores.

By conducting questionnaire surveys to assess students drama performance learning, students can participate in course evaluation, provide valuable feedback and opinions, help teachers understand students needs and learning situations, and promote continuous improvement in teaching quality.

2.7 Relevant Theories and Research

Over the years, many studies have examined the benefits of using DouYin Media in different teaching subjects and contents, as well as the benefits of Heuristic Teaching Method. This section focuses on the relevant research in these two areas.

Yan (2023) pointed out that since its launch in September 2016, the structure of the DouYin platform has continuously adjusted and changed. At present, knowledge-based short videos on DouYin are showing explosive growth. By the end of 2018, there were nearly 18,000 knowledge-based creators with over 10,000 followers on DouYin, with more than 3 million knowledge-based short videos published. In a classroom demonstration, 7 out of 9 groups of students in one class used DouYin to download relevant English teaching videos for sharing, and the demonstration effect was better. Utilizing these rich video resources in the classroom can quickly increase students interest in learning, stimulate their communication and interaction enthusiasm.

You (2022) found that there are many interesting materials and a large number of teaching videos on DouYin. These short videos are concise and focus on the core knowledge. For example, videos like "One Minute to Teach Primary School students How to Use '的,' '地,' '得'' and "Usage of '的,' '地,' '得' and a Catchy Rhyme" are unforgettable. Researchers have applied these DouYin videos in teaching, enabling students to understand the key points of knowledge in a short time. The use of these short videos is convenient and not only improves the efficiency of classroom teaching but also shortens the distance between students and knowledge, making the Chinese language classroom more colorful.

Liu and Yong (2021) pointed out that DouYin innovative teaching model can make physics teaching closer to real life, closer to students, and closer to society, stimulating students potential for exploring physics knowledge and strong curiosity. At the same time, it can efficiently improve teaching effectiveness, effectively strengthen teaching interaction, and shift the teaching objectives from three-dimensional goals to cultivating students core literacy, enhancing students cognition of science and technology and society, and developing students comprehensive qualities.

Ge (2023) emphasized that teachers can introduce Heuristic Teaching Method in primary school mathematics teaching, leading students to actively explore mathematical knowledge and cultivating their learning attitudes of being brave and happy to explore, helping students perceive the charm of learning mathematical knowledge. In the teaching process, teachers can use various strategies, such as introducing class discussions, creating a good environment for heuristic learning, introducing multiMedia teaching equipment, creating efficient heuristic scenarios, and emphasizing heuristic prompts in the classroom to comprehensively optimize the teaching mode, give full play to students subjective initiative, and improve the efficiency of classroom teaching.

Jiang et al. (2013) believe that replacing traditional chalkboard teaching with multiMedia teaching can explain course content through teaching videos, animations, and sound introductions. Inserting images and teaching is also a commonly used method in the teaching process. These method increase the amount of information in the classroom, enrich the content, and engage students attention and interest in learning from multiple angles, deepening their memory of the content. On the other hand, it saves time spent on chalkboard writing, allowing teachers to focus more on explaining key and difficult points. However, the use of multiMedia teaching may neglect communication and interaction with students, especially in mobilizing students enthusiasm and initiative for learning, which has obvious deficiencies and needs to be strengthened to achieve ideal teaching effects. Heuristic teaching can compensate for these deficiencies in the teaching process, using various aspects and multiple ways of active cooperation and participation between students and teachers. The characteristic of heuristic teaching lies in the combination of teaching and discussion and

exploration. Teachers play a guiding role in teaching, while students take the main role, highlighting the main position of students. The use of heuristic teaching in the classroom has great flexibility.

From the above points, it can be seen that Chinese scholars have successfully attempted to use DouYin and Heuristic Teaching Method to improve teaching in different subjects and contents. It is suggested that teachers and scholars conduct research at different levels and grades. The relevant findings from this research are recommended to be collected to promote the full utilization of DouYin and Heuristic Teaching Method in the classroom.



Chapter 3

Research Methodology

The aim of this study was to utilize a Integration of DouYin Media and Heuristic Teaching Method to enhance the drama performance achievement of grade 10 students in Chinese art classes, while also improving their satisfaction with the process of learning drama performance. In this chapter, the researcher have provided a comprehensive overview of the methodology employed in this study, including research design, participant selection, the research instruments utilized for data collection, assessment of the validity and reliability of these research instruments, and the data analysis methods employed.

3.1 Research Design

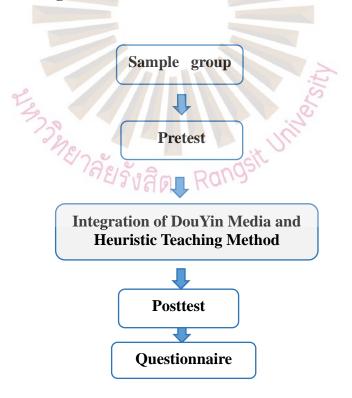


Figure 3.1 Research Design of the study

This study employed a quantitative approach. The research design was as

follows: In this study,the researcher collected quantitative data through academic performance tests and surveys. The performance tests included pre-test and post-test, with the aim of comparing the drama performance scores of grade 10 art students before and after the implementation of a Integration of DouYin Media and Heuristic Teaching Method. Additionally, the study investigated the satisfaction of grade 10 art students towards the Integration of DouYin Media and Heuristic Teaching Method in drama performance classes.

3.2 Population and Sample

3.2.1 Population

The study population included grade 10 students from a public school in Yunnan Province, China. The grade 10 students were divided into two classes, each comprising 30 students. The age range of the students was between 16 and 18 years old, with a mix of genders and varying levels of drama performance abilities.

3.2.2 Sample group

This study applied a cluster random sampling method to select 30 students from the two drama performance classes for research. So thirty students from each class were selected as a sample group of the study.

3.3 Research Instruments

The following three instruments were used to collect quantitative data for this study. These included four lesson plans, achievement tests (pretest and posttest), and a questionnaire.

3.3.1 Quantitative Data Collection Instrument

3.3.1.1 Lesson Plans

The researcher designed four lessons each lesson was taught, twice a week for a total of eight sessions, based on the four themes in the "Fundamentals of Stage Acting" national key textbook for higher art education during the "Ninth Five-

Year" plan period (Liang & Li, 2002). In each lesson, the researcher followed the steps of the classroom practice based on Humanistic Theory. The lesson plans using Humanistic Theory were developed by the researcher. Two lessons were conducted per week for four weeks. The outline of the teaching plan is shown in the table below.

Table 3.1 List of Lesson Plans

| Lesson | Topic | Learning Objectives | Minutes |
|--------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Week 1 | Imagination training | Open students minds and cultivate their imagination and creativity. | 180 |
| Week 2 | Feelings and Adaptations | Enhance students sensitivity and adaptability, nurture their sense of conviction, and enable them to authentically, keenly, and meticulously receive the stimuli provided by their partners during performances. Furthermore, they should vividly, accurately, and distinctly convey their thoughts and emotions to their counterparts. | 180 |
| Week 3 | Observation and simulation | Enhance students powers of observation and imitation, enabling them to grasp the nuances of characters while portraying them and vividly and naturally bring these nuances to life. | 180 |
| Week 4 | Physical expressivene ss | Assist students in better controlling their own bodies, enabling them to achieve a state of relaxation in both mind and body, and enhancing their focus on stage. | 180 |

3.3.1.2 Drama Performance Tests(Pre-test and Post-test)

The drama performance assessment test were divided into pre-test and post-test phases, evaluating participants' capacity to shape theatrical characters and the coherence of their story creation. The test was conducted through collaborative group efforts among students who were engaged in improvisational performances based on provided themes. Each performance was constrained to a duration of 5-10 minutes. There was a 10-minute discussion period before the exam commenced, with 3-4 students per group. To eliminate potential biases, two evaluators (one of whom was the researcher) scored each participant. The second evaluator was a drama teacher from the same school, who was invited to evaluate both the pre-test and post-test performances. In summary, the average scores before and after the test were computed by adding the scores from the two evaluators. In this study, the achievement tests were assessed using a grading standard outlined by Huang (1995). This scoring standard incorporated four criteria: 1. Whether students were focused during the performance. 2. The coherence of the story arrangement. 3. The vividness of animal impersonations. 4. The harmony of teamwork among members. These criteria were assessed through pretest, posttest, and scoring. The overall scores were classified into 5 levels (A-F) as a composite assessment (see Appendix E).

3.3.1.3 Quantitative Instrument

According to Zhang and Lin (2014), student satisfaction represents an overall evaluation of the effectiveness of a course and reflects the level of interest in the course. Song, Gao, and Wei (2022) argue that student satisfaction with course learning is influenced not only by classroom teaching but also by the quality of self-directed learning and pre-existing expectations, all of which impact students learning attitudes and knowledge acquisition. Building upon the framework of Ran (2017)'s online learning questionnaire, this researcher designed a survey to gauge student satisfaction with the Integration of DouYin Media and Heuristic Teaching Method in drama performance classes. The questionnaire comprised 15 statements, divided into 5 levels. Each statement was evaluated using a 5-point Likert scale system: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree. These statements were categorized into three primary areas: Interest and Motivation, Engagement, and the Effectiveness of Humanistic Theories. Prior to rating each statement in the survey, participants were adequately informed that each statement would be individually explained and guided.

3.4 Validity and Reliability

Mohajan (2017) pointed out that consistency, stability, and reproducibility of outcomes are some criteria for assessing reliability, and obtaining the same results under identical conditions across different environments indicates the research's reliability. This study employed the Item-Objective Consistency (IOC) index, rated by three experts. The IOC score ranges from -1 to +1:

- +1: The item clearly aligns with the established objective.
- 0: It is unclear whether the item measures up to the established objective.
- -1: The item does not align with the established objective.

Furthermore, the operational range of scores is 0.67 to +1. If an items value falls within 0.67 - 1.00, the item is considered to be included as part of the instrument. However, if this value is below 0.67, it is deemed unclear and should be modified or removed. In this study, the IOC results were consistent (≥ 0.67), indicating the instrument's effectiveness in the data collection.

Middleton (2019) states that reliability refers to the degree to which results are reproducible when the study is repeated under the same conditions. Check results for consistency across time, different observers, and parts of the test itself. In this research, Cronbach's Alpha were used to test the reliability questionnaire, respectively. The researcher distributed the test and questionnaire to another 40 students of the same or in a year higher level.

The Cronbach's Alpha method were used in this study to test its reliability, and its internal consistency is shown below:

Table 3.2 Cronbach's Alpha Rule of Thumb

| Cronbach's Alpha Rule of Thumb | Internal Consistency |
|--------------------------------|----------------------|
| α≥0.9 | Excellent |
| $0.8 \le \alpha < 0.9$ | Good |
| $0.7 \le \alpha < 0.8$ | Acceptable |
| $0.6 \le \alpha < 0.7$ | Questionable |
| $0.5 \le \alpha < 0.6$ | Poor |
| α <0.5 | Unacceptable |

Source: Habidin, 2015

The higher the score, the higher the reliability. If the score was below 0.7, the item would be defined as unreliable and removed. All items in the questionnaire were tested by Cronbach's Alpha, It was expected that all items will be scored 0.70 or higher to be reliable and used for further data collection as result. According to the validity test results of all research instruments which were higher than 0.67 and the reliability test result of questionnaire (0.83), all have shown that research instruments were valid and reliable to be conducted with the sample group.

Table 3.3 The reliability test score

| Type | Reliability Statistic | |
|------------------|----------------------------------------------|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .831 | .833 | 15 |

3.5 Data Collection Procedures

3.5.1 Ethical Approvement

In order to conduct the study in schools, the researcher would obtain a letter of approval from the high school in Yunnan. Since the participants in this study were between the ages of 16 and 17, the researcher also would seeth the permission from

the responsible school department and parents.

3.5.2 Confidentiality

The researcher kept confidential all information concerning students bio data and questionnaire responses. The researcher would remove all data after the study was finished.

3.6 Data Analysis

Two distinct methods were employed to analyze the data, both of which align with the two research objectives. Quantitative data from pretest and posttest scores, along with the results from the questionnaire survey were utilized to examine the improvement in students drama performance skills. In essence, students satisfaction regarding the Integration of DouYin Media and Heuristic Teaching Method in drama performance classes was tested using the quantitative data from the survey.

Quantitative Data Analysis

Table 3.4 The Range of Mean Score Interpretation

| Mean Score Range | students Satisfaction Level |
|------------------|-----------------------------|
| 4.21 – 5.00 | Highest |
| 3.41 - 4.20 | High |
| 2.61 – 3.40 | Moderate |
| 1.81 – 2.60 | Range |
| 1.00 - 1.80 | Lowest |

Source: BaiDu, 2014

Quantitative data were collected through the scores obtained from the performance tests (pretest and posttest). Means and standard deviations were used for analyzing the results. The answers from the questionnaire were also analyzed using means and standard deviations. These methods were employed in this study to investigate the academic performance of grade 10 art students in drama performance and to assess their satisfaction with the Integration of DouYin Media and Heuristic Teaching Method in drama performance classes. Questionnaire results (means) then

were interpreted based on the following ranges for interpretation.



Chapter 4

Results and Data Analysis

This thesis design was to compare grade 10 students' achievement in drama performance before and after applying Integration of DouYin Media with Heuristic Teaching Method and to investigate grade 10 students' satisfaction towards the application of Integration of DouYin Media with Heuristic Teaching Method in drama performance class. The research findings were derived from the achievement test (pretest and posttest), and questionnaire. The following is the sequence in which the data findings are given in this chapter:

4.1 Analysis of Drama Performance Test Scores

This section represents the results of the first research question, using Integration of DouYin Media with Heuristic Teaching Method to improve the drama performance scores of grade 10 Chinese students. The results were derived from pretest and post-test. To prevent bias, two assessors were involved in the assessment, according to the "Fundamentals of Stage Acting"(Liang,Li,2002). The pre-test and post-test results of the group were compared using paired sample t test. With P < 0.5 as the significance level, mean value, standard deviation and inferential statistics were used for comparison.

4.1.1 Analysis of Paired T-test

As shown in Table 4.1 below, the one sample analysis of the test scores indicated that they were positive. The pre-test mean was 33.13 with a standard deviation of 2.88; the posttest mean was 36.37 with a standard deviation of 2.97. A difference of 3.23 was observed between the pretest and posttest means; this resulted in an increase in the posttest mean. The significant value (P) obtained was .01, which was lower than .05 (P*0.05). A T-test value of -4.280 was obtained. There was a statistically significant increase in the posttest scores as compared to the pretest scores for the sample group.

Table 4.1 Below compares the pretest and posttest means.

| Group | Per- | test | Post-test | | Mean T Difference | | P- Value |
|-------------|-------|------|-----------|------|-------------------------|-------|-------------|
| Dorticipant | Mean | SD | Mean | SD | 3.24 | - | 01 |
| Participant | 33.13 | 2.88 | 36.37 | 2.97 | 3.24 | 4.280 | .01 |

4.1.2 Comparison of Pretest and Posttest Scores of the Group

Table 4.2 shows the scores of the pre-test and post-test for the group. The maximum score on the pretest was 40 (out of a total of 50) and the minimum score was 28. The posttest scores increased significantly, with one participant receiving the highest score of 44, an improvement of 4 points compared to the pretest scores, and two participants receiving the lowest score of 32. All 30 students showed significant or slight improvement on the posttest, with score gaps ranging from 2 to 5 points. Table 4.2 shows the scores, score increases, and percentage differences between the pretest and posttest for the participants.

Table 4.2 Pretest & Posttest scores of the sample group

| Student ID | Pretest Scores (Full Score=50) | Posttest Scores (Full Score=50) | Increase in test Scores | Difference |
|------------|--------------------------------|---------------------------------|-------------------------|------------|
| 1 | 35 / 72 61 | 37 | sit 3 | 6% |
| 2 | 32 | รับสิต ₃₅ Rang | 3 | 6% |
| 3 | 37 | 40 | 3 | 6% |
| 4 | 34 | 36 | 2 | 4% |
| 5 | 33 | 36 | 3 | 6% |
| 6 | 33 | 35 | 2 | 4% |
| 7 | 39 | 43 | 4 | 8% |
| 8 | 40 | 44 | 4 | 8% |
| 9 | 32 | 37 | 5 | 10% |
| 10 | 32 | 35 | 3 | 6% |
| 11 | 34 | 38 | 4 | 8% |

Table 4.2 Pretest & Posttest scores of the sample group (continued)

| Student ID | Pretest Scores (Full Score=50) | Posttest Scores (Full Score=50) | Increase in test Scores | Difference |
|-------------------------|-----------------------------------|------------------------------------|-------------------------|------------|
| 12 | 31 | 34 | 3 | 6% |
| 13 | 30 | 34 | 4 | 8% |
| 14 | 32 | 36 | 4 | 8% |
| 15 | 31 | 33 | 2 | 4% |
| 16 | 36 | 39 | 3 | 6% |
| 17 | 33 | 37 | 4 | 8% |
| 18 | 37 | 42 | 5 | 10% |
| 19 | 35 | _37 | 2 | 4% |
| 20 | 31 | 35 | 4 | 8% |
| 21 | 30 | 34 | 4 | 8% |
| 22 | 31 | 34 | 3 | 6% |
| 23 | 34 | 37 | 3 | 6% |
| 24 | 33 | 37 | 4 | 8% |
| 25 | 33 | 35 | 2 | 4% |
| 26 | 32 | 34 | 2 | 4% |
| 27 | 30 | 32 | 2 | 4% |
| 28 | 29 | 33 | Unit 4 | 8% |
| 29 | 37 725 | 39 pand | 2 | 4% |
| 30 | 28 | 33 80113 | 5 | 10% |
| $\overline{\mathbf{x}}$ | 33.13 | 36.37 | 3.23 | 6.46% |

When comparing the raw scores of the pre-test and post-test, the results showed that the scores of the posttest were higher compared to the pretest for all 30 participants. Based on the scores obtained on the pretest and posttest, the following comparisons were made as follows:

4.1.3 Pretest and Posttest Comparison

In addition, Figure 4.3 shows the average scores for the pre-test and post-test,

which were 33.13 and 36.37, respectively. The average score on the post-test was higher than the average score on the pre-test. The purple bar shows an increase of 3.23 points compared to the red bar shows an increase of 3.23 points. So, it can be said that everyone has made progress and achieved better results in the post-test.

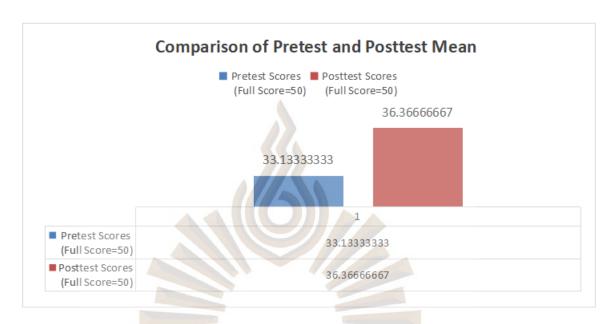


Figure 4.1 Graphical representation of students' pretest and posttest scores

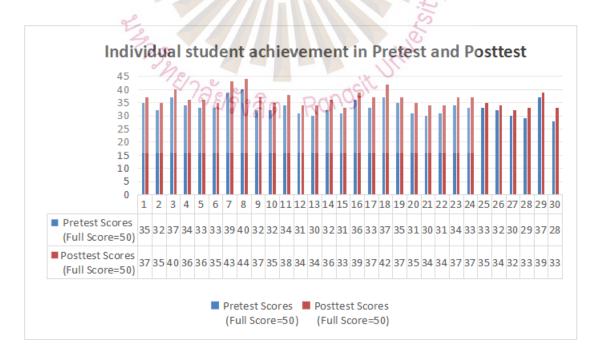


Figure 4.2 Comparison of pretest and posttest mean

Figure 4.2 shows the pre-test and post-test scores of the subjects. As shown in the figure, the red line represents the pre-test score and the purple line represents the post-test score. It can be seen that the post-test scores of all students had improved, and it could be determined that applying Integration of Douyin and Heuristic Teaching Method improved students' drama performance achievement.

4.2 Analysis of Questionnaire

Table 4.3 Mean and Standard Deviation: Part A (n=30)

| | Part A- Interest & Motivation | Mean | SD | Interpretation |
|---|-----------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| 1 | Integration of DouYin and Heuristic Teaching Method makes learning enjoyable. | 4.50 | .630 | Highest |
| 2 | The Integration of DouYin and Heuristic Teaching Method makes learning meaningful. | 4.50 | .630 | Highest |
| 3 | The Integration of DouYin and Heuristic Teaching Method has helped me build confidence in learning drama. | 4.50 | .630 | Highest |
| 4 | The Integration of DouYin and Heuristic Teaching Method motivates me to learn drama. | 4.53 | .629 | Highest |
| 5 | The Integration of DouYin and Heuristic Teaching Method offers a more effective way of learning in drama education. | 4.43 | .626 | Highest |
| | Average | 4.49 | .629 | Highest |

A five-point Likert scale with 1 being strongly disagree and 5 being strongly agree was used to collect the quantitative data and examine students' impressions of using the Integration of DouYin Media with Heuristic Teaching Method. The 15-item questionnaire was divided into three sections: part A, Interest and Motivation; part B, Engagement; and part C, Efficacy of Integration of DouYin Media with Heuristic Teaching Method on student learning. Each single one of the 30 (n=30) study participants was given a copy of questionnaire. Descriptive statistics was used to

analyze the questionnaire results (mean and standard deviation). The mean scores ranged from the highest of 4.21 to 5.00, a high from 3.41 to 4.20, a moderate from 2.61 to 3.40, a low from 1.81 to 2.60, and the lowest from 1.00 to 1.80.

Table 4.3 below shows the mean scores and standard deviations of students' satisfaction of Part A, interest & motivation. The highest mean (\bar{x}) score of 4.53 was obtained for The Integration of DouYin and Heuristic Teaching Method motivates me to learn drama.(Item 4), which fell within the mean score range of the five-point Likert scale indicating the "Highest" level. The Mean score of the Part A is between 4.4-4.5, very stable, the interpretation of the mean score showed that students satisfaction of Part A of the questionnaire, interest & motivation were at the Highest level (\bar{x} = 4.49).

Table 4.4 Mean and Standard Deviation: Part B (n=30)

| | Part B:Engagement | Mean | SD | Interpretation |
|---|------------------------------------------------|------|-------------|----------------|
| | All activities related to the Integration of | | | |
| 1 | DouYin and Heuristic Teaching Method are | 4.47 | .629 | Highest |
| | very interesting. | | | |
| | All activities involving the Integration of | 1.4 | | |
| 2 | DouYin and Heuristic Teaching Method are | 4.47 | .629 | Highest |
| | very meaningful. | INIT | | |
| | The Integration of DouYin and Heuristic | 0 | | |
| 3 | Teaching Method helps me think more | 4.57 | .568 | Highest |
| | effectively. | | | |
| 4 | Participating in various performance games and | 1.52 | <i>57</i> 1 | III ah aat |
| 4 | exercises helps me understand drama better. | 4.53 | .571 | Highest |
| 5 | When Integration of DouYin and Heuristic | 4 47 | <i>57</i> 1 | III ah aat |
| 5 | Teaching Method, I feel more engaged. | 4.47 | .571 | Highest |
| | Average | 4.50 | .593 | Highest |

Table 4.4 below shows the mean and standard deviation of students' scores for Part B, Engagement. From the data, The highest mean (\bar{x}) score of 4.57 was

obtained for The Integration of DouYin and Heuristic Teaching Method helps me think more effectively.(Item 3), which fell within the mean score range of the five-point Likert scale indicating the "Highest" level. The Mean score of the Part B is between 4.4-4.6, very stable, (\bar{x} = 4.50).

Table 4.5 Mean and Standard Deviation: Part C (n=30)

| | Part C- Efficacy of Integration of Douyin and Heuristic Teaching Method | | SD | Interpretation |
|---|-------------------------------------------------------------------------|------|------|----------------|
| | and Heuristic Teaching Method | | | |
| | The Integration of DouYin and Heuristic | | | |
| 1 | Teaching Method can enhance my | 4.30 | .651 | Highest |
| | character development. | | | |
| | Integration of DouYin and Heuristic | | | |
| 2 | Teaching Method can increase my trust in | 4.33 | .606 | Highest |
| | teammates. | | | |
| | The Integration of DouYin and Heuristic | | | |
| 3 | Teaching Method can enhance my | 4.27 | .583 | Highest |
| | imagination and creativity. | | | |
| | | | 2 | |
| | Integration of DouYin and Heuristic | .0 | | |
| 4 | Teaching Method can enhance my empathy | 4.27 | .640 | Highest |
| | and ability to experience characters. | Ji' | | |
| | 'ศยรังสิต Rang | 3. | | |
| | The Integration of DouYin and Heuristic | | | |
| 5 | Teaching Method can enhance my ability | 4.27 | .640 | Highest |
| | for independent thinking. | | | |
| | Average | 4.28 | .624 | Highest |

Table 4.5 below illustrates the mean scores and standard deviations of students' responses to Part C,Efficacy of Integration of Douyin and Heuristic Teaching Method. The majority of students affirmed that Integration of Douyin and Heuristic Teaching Method was helpful in improving their drama performance scores. The mean

score of 4.29 was in the "Highest" level. Items 3, 4and 5 had a lower average score of 4.27. In terms of the overall mean score, it was at the Highest level, and it could be determined that applying Integration of Douyin and Heuristic Teaching Method improved students' drama performance achievement.

Finally, as mentioned above, among the three parts, part B had the highest mean score with a mean of 4.50 and a standard deviation of .593, while parts A and C had relatively lower mean scores, with the average score of 4.49 and 4.28, and the standard deviation of 0.629 and 0.624. Nevertheless, considering the overall mean of 4.42, the researcher was convinced that the students had a positive satisfaction with applying Integration of Douyin and Heuristic Teaching Method in their drama performance learning.



Chapter 5

Conclusion , Discussion and Recommendations

This chapter presents the summary of the study and the details are presented in the following order:

5.1 Conclusion

The two research objectives were stated for this study:

- 1) To compare grade 10 Chinese students achievement in drama performance using DouYin Media with Heuristic Teaching Method.
- 2) To investigate grade 10 Chinese students learning satisfaction towards using DouYin Media with Heuristic Teaching Method in drama performance.

This study was conducted using a quantitative approach with a pre-test, a post-test, and questionnaire on grade 10 Chinese students in Yunnan Province, China.Based on the data, the following conclusions were drawn:

The first objective in this research was to compare grade 10 Chinese students achievement in drama performance using DouYin Media with Heuristic Teaching.

Method, China. Then the pre-test results and post-test results were analyzed using a paired samples T-test to compare the differences in the learning performance of the sample groups. From the data, The following conclusions can be drawn:

1) The statistical analysis of the paired sample T-test of scores displayed that the mean score of the posttest (36.37) was larger than that of the pretest (33.13), and the mean difference was (3.24). The standard deviations of the pre-test and post-test in the sample group were (2.88) and (2.97) respectively. The average score on the post-test was significantly higher than on the pre-test. Based on the results

of the post-test, Integration of Douyin and Heuristic Teaching Method had a positive effect on improving Dramatic performance skill.

2) Based from the pretest, the highest and lowest scores were (40) and (28) respectively. The highest and lowest scores on the post-test were (44) and (32) respectively. From the differences between pre-test and post-test scores it can be concluded that the highest score of the post-test was (4) points higher than the score of the pre-test. The lowest score on the post-test was (4) points higher than the lowest score of the pre-test.

For all 30 students, all participants scored higher on the post-test than on the pre-test. The improved scores of students ranged from 2 to 5 points.

The quantitative data analysis above clearly demonstrated the improvement of students' performance and scores in the post-test. Therefore, the results of this study indicated that the use of Integration of Douyin and Heuristic Teaching Method to improve the Dramatic performance achievement was effective for grade 10 students in Yunnan Province, China.

5.2 Discussion

As noted above, the study identified two important findings. The first finding showed that a Integration of Douyin and Heuristic Teaching Method improved the dramatic performance ability of Chinese students in Yunnan Province, China. The second finding was that Chinese grade 10 showed positive satisfaction with learning drama performance using a Integration of Douyin and Heuristic Teaching Method. The following description describes the findings in more detail and explains how they address the research questions presented in this study.

5.2.1 Students' Drama Performance Test Achievement

The results show that the Integration of DouYin and Heuristic Teaching Method can improve students' performance and scores in drama acting courses. The Integration of Douyin and Heuristic Teaching Method has improved students' imagination and creativity in theatre performance, and the more individualized

curriculum has helped them to become more comfortable in the classroom, as well as to increase their confidence and interest. With the help of the Integration of DouYin and Heuristic Teaching Method, students have become more independent thinkers, better at asking questions and solving problems!Integration of DouYin and Heuristic Teaching Method The average score of the post-test (36.37) was 3.24 points higher than that of the pre-test (33.13). From the data, we can see that students No. 9 and No. 18 showed the greatest improvement in their scores, with the post-test improving by 5 points compared to the pre-test. Therefore, we can conclude that the improvement of students' grades and scores indicates that the Integration of DouYin and Heuristic Teaching Method has a positive impact on students' grades and scores in drama performance courses.

Li and Liu (2023) pointed out that the form of drama performance is in line with students' nature of loving games and performances, which enables students to learn in practice, make progress in experience, combine learning with entertainment, mobilize students' enthusiasm for learning and improve learning efficiency

Xu (2023). The era of new media provides new directions and new ideas for dramatic performance, and entrusts dramatic performance with new connotations. By adopting certain performance skills, dramatic actors present the emotions carried by dramas to the audience, so that the audience can fully understand the unique charm of dramatic performance.

5.2.2 Students' Satisfaction

To collect quantitative data concerning the students' satisfaction towards Integration of Douyin and Heuristic Teaching Method, a five-point Likert scale was used in Drama performance teaching. The 15-item questionnaire was divided into three sections: part A, Interest and Motivation; part B, Engagement; and part C, Effectiveness of B Station media instruction on student learning. Each single one of the 30 (n=30) study participants was given a copy of questionnaire. Descriptive statistics were used to analyze the questionnaire results (mean and standard deviation). The mean scores were highest at 4.21-5.00, high at 3.41-4.20, moderate at 2.61-3.40, low at 1.81-2.60, and lowest at 1.00-1.80. The findings can be concluded as follows:

- 1) Fifteen items in the questionnaire were rated as the "highest" level.

 None of the items were rated as "strongly disagree."
- 2) From the data, the eighth item received the highest score of 4.57, which is "The Integration of DouYin and Heuristic Teaching Method helps me think more effectively.", it was the highest score of 15 items. The results of descriptive statistical analysis of the questionnaire showed that students were more satisfied with the Integration of Douyin and Heuristic Teaching Method in learning drama performance. Most notably, none of the questions were marked as "strongly disagree," a strong indication of students' positive satisfaction with using a Integration of Douyin and Heuristic Teaching Method to learn drama performance.
- 3) In the questionnaire, the average score for Part A was 4.49 and Part B was 4.50, but the average score for Part C was 4.28. These scores were slightly lower than the others. This result indicated that students thought that the application of Integration of Douyin and Heuristic Teaching Method in drama class was very interesting, and the related activities are also interesting, but they should also pay attention to their inner development. Most students also believed that the Integration of Douyin and Heuristic Teaching Method helped them to think and learn more independently.

The results fully showed that all students found it an interesting experience to learn with Integration of DouYin and Heuristic Teaching Method in the drama class. Liu and Ge (2021)The traditional teaching mode is mainly taught by teachers and supplemented by multimedia assisted teaching. Teachers seldom communicate with students due to the limitation of class hours, so that students' difficult problems cannot be solved in class in time, which is not conducive to students' learning and growth. When the teacher introduces the visual comment and message function based on DouYin, students can leave messages and communicate in the comment area. As long as the teacher opens DouYin, students can see the comments and reply to help students solve the confused problems. The teaching of DouYin small video breaks through the disadvantages of poor interaction in traditional classroom teaching mode, and easily realizes the interactive communication and learning of students, parents and teachers

online and offline. Zhou(2012)Questioning heuristics not only help broaden students' thinking, stimulate their initiative to explore problems independently, but also improve their ability to analyze, explore and solve problems, thus enhancing the effectiveness of classroom teaching.

5.3 Recommendations

Depend on the results and conclusions of the research, we make the following recommendations:

5.3.1 Recommendations for Implementation

- 1) Grade 10 students in Yunnan Province successfully used Integration of Douyin and Heuristic Teaching Method to improve their achievement in drama performance. Therefore, it can be popularized in the teaching of drama performance in other schools.
- 2) It is recommended that other drama performance teachers try to teach drama performance with Integration of Douyin and Heuristic Teaching Method.
- 3) Schools can use Integration of Douyin and Heuristic Teaching Method for teaching other related subjects. Douyin can provide sufficient educational resources for students' learning reference. Heuristic Teaching Method can cultivate students' independent thinking ability and learning ability.

5.3.2 Recommendations for Future Research

Considering the limitations of the study, the following recommendations are for consideration by interested researcher prior to conducting similar studies in the future.

This research was limited to a group of 30 grade 10 Chinese students in Yunnan Province, China. Consequently, a comparison study with a larger sample could be made in a different area of China. This would be worthwhile for replication and would help to verified and ensure the reliability of the conclusions from the present study.

- 2) Due to time constraints, this study was only conducted for 4 weeks. Therefore, further studies over a longer period of time are necessary to obtain more accurate results.
- 3) Similar studies can be conducted in different places, different schools, and different grades. Further detailed research in different regions of the country.
- 4) Using Integration of Douyin and Heuristic Teaching Method, similar research was conducted on other dramatic performance techniques. This has all sorts of consequences and benefits.

At the end of this section, all the details of the study have been listed. The results showed that the application of Integration of Douyin and Heuristic Teaching Method has a significant positive impact on students' grasp of the basic elements of drama performance and their satisfaction towards drama performance.

As a new type of education method, Integration of DouYin and Heuristic Teaching Method give drama performance teachers new teaching ideas, improve students' school efficiency and interest in drama performance courses. Therefore, the combination of Integration of Douyin and Heuristic Teaching Method can help make teaching in drama and other fields more effective.

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LETTER OF APPROVAL

Par Rangsit University



Certificate of Approval

NanJing High School Administration Department

Subject:Approval of data collection for M.Ed.Thesis
Dear Sir/Madam,

I am currently enrolled in the master in Curriculum and Instruction at Rangsit University, Thailand. I am conducting a research on the "INTEGRATION OF DOUYIN AND HEURISTIC TEACHING METHOD IN DRAMA PERFORMANCE AMONG GRADE 10 STUDENT'S IN YUNNAN PROVINCE, CHINA". This research requires students participation. The instruments involved during the study pretest and protest for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and unfisclosed.

Yours Sincerely, SONGGUANYI ZHANG, Student

Rangsit University Thailand

Since the study requires data for analysis purposes, Junqing Lu would collecting data from this school and you are kindly requested so allow he to collect data with the following conditions:

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the the prior mentioned document have been reviewed and approved by the administration of NanJing High School.

NanJing High School, Administration





Participant's Legal Guardian Information Sheet

Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: NanJing High School Yunnan Province, China

Name: Songguanyi Zhang Student ID:6509500

Studying University: Survadhep Teachers College of Rangsit University, Thailand Research Title:

INTEGRATION OF DOUYIN AND HEURISTIC TEACHING METHOD IN DRAMA PERFORMANCE AMONG GRADE 10 STUDENT'S IN YUNNAN PROVINCE, CHINA

1. What is the purpose of the study?

To compare grade 10 Chinese student's achievement in drama performance using DouYin with Heuristic Teaching Method Method To investigate grade 10 Chinese student's learning satisfaction towards using DouYin with Heuristic Teaching Method in drama performance.

2. Expected results

The use of DouYin Media with Heuristic Teaching Method will help improve through the use of grade 10 Chinese student's' drama performance achievement. Chinese

grade 10 student's' will exhibit satisfaction towards using DouYin Media with Heuristic Teaching Method in learning drama performance.

3. Number of participants in the study 40 individuals

4.Research procedures

The researchers will collect the data in four steps. First, participants will undergo a pre-test. Second, participants will receive a drama performance course guided by a Integration of DouYin Media and Heuristic Teaching Method. Third, a post-test is conducted at the end of all courses. Fourthly, through the Integration of DouYin Media and Heuristic Teaching Method, a questionnaire survey was conducted on the subjects to understand their satisfaction with the drama performance results.

5. Duration

The research period will be 4 weeks, 4 sessions,

There is no possible risk in his research

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid The school also allow 40 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to(Songguanyi Zhang), who is enrolled at Rangsit University in Thailand to research her thesis.

NanJing High Sch

Signature

, Administration

APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS



| | Name | Position/Title | Institutes |
|---|---------------|------------------------|-----------------------------------------------------------------------|
| 1 | Zhang Guofeng | University Lecturer | Drama, Film and Television Performance, Sichuan Conservatory of Music |
| 2 | Hu Zhujun | University Lecturer | Drama, Film and Television Performance, Sichuan Conservatory of Music |
| 3 | Hao Yong | University Lecturer | Drama, Film and Television Performance, Sichuan Conservatory of Music |





| Item No | Attailantas | Expert | Expert | Expert | Avionoco | 000000000000000000000000000000000000000 | |
|---------|---------------|--------|--------|--------|----------|-----------------------------------------|--|
| nem No | Attributes | 1 | 2 | 3 | Average | congruence | |
| 1 | Lesson plan 1 | +1 | +1 | +1 | +1 | Congruent | |
| 2 | Lesson plan 2 | +1 | +1 | +1 | +1 | Congruent | |
| 3 | Lesson plan 3 | +1 | +1 | +1 | +1 | Congruent | |
| 4 | Lesson plan 4 | +1 | +1 | +1 | +1 | Congruent | |
| Over | rall Average | | | 1 | | Congruent | |





Lesson Plan 1

Lesson Plan 1(Session:1&2)

Subject: Drama Performance

Topic: Imagination training

Grade: 10

Class Strengths: 40 students

Time: 180 minutes (90 minutes/1session)

students background knowledge: Unconditional requirement.

Teaching and learning strategy: Imagination training, practical exercises.

Teaching and learning materials: "Fundamentals of Stage Performance,"

performance props.

Lesson Objectives:

Participants are able to open their minds, cultivate an interest in theatrical performance, unleash their creative instincts, enhance their sense of belief, and provide a wealth of imagination for future theatrical works.

Incorporating the stories narrated by participants into the theatrical performance not only hones their creativity but also teaches them how to craft theatrical pieces, thereby enhancing their imagination.

Session 1

Stage & Duration Teacher's activities

Get to know the 1.Student self-introduction.

Students (25 min.) 2. How much do you know about theatrical performance?

Introduction The teacher introduces theatrical performance to the

Drama (10 min.) classmates.

Storytelling 1. The teacher presents a theme: "I Am a Whale in the Sea."

Training (50 2.The students create stories based on the theme (content of

minutes) the stories is unrestricted).

Homework (5 1.Students form groups on their own (4-5 people per group)

minutes) and create a short play (6-8 minutes) based on the shared

stories.

2. After class, organize rehearsals and perform the play during

the next class.

Session 2

Stage & Duration Teacher's activities

1.Greeting the students.

Check students (10

2. Checking if all students are present, ensuring they can hear

me clearly.

Theoretical

overview

minutes)

and

1.Informing students about the importance of imagination and

creativity in theatrical performance.

sequencing (20

min.)

2.Each group performs in a random order.

Each group performs in order

(50)Presentation

After the performance, the teacher asks questions and

comments.

Homework (10)

1. Students need to understand and solve their shortcomings in performance

minutes)

minutes)

2. Watch drama on DouYin

Lesson Plan 2

Lesson Plan 2(Session:1&2)

Subject: Drama Performance

Topic: Feelings and Adaptations

Grade: 10

Class Strengths: 40 students

Time: 180 minutes (90 minutes/1session)

students background knowledge: Unconditional requirement

Teaching and learning strategy: Sensitivity training. Pratical exercises

Teaching and learning materials: "Fundamentals of Stage Acting", Performance props.

Lesson Objectives:

► Exercise students sensitivity, enabling them to better adapt to different scripts, partners, and environments.

Session 1

Stage & Duration Activities

Greeting and

Checing

1. Greet students. 2. Check students presence

(5 mintues)

Theoretical overview (10 minutes)

The teacher explains to students how to feel and adapt on stage, emphasizing that a good actor should sense the stimulation provided by their fellow actors. To portray a character effectively, actors should also adapt to the character's life environment.

Game 1

(30 minutes)

Playing "Blindfolded Game": Firstly, students pair up, with each pair consisting of two individuals. One person closes their eyes and imagines themselves as a blind person. The other person uses their hands to support the blindfolded person's hand and arm, guiding them in walking. Several groups of people can practice together. The blindfolded student should have complete trust in the one guiding them and eliminate unnecessary tension, trying to relax as much as possible. The guiding student also bears responsibility for the safety of the blindfolded student. The teacher can add variations by clapping hands to control the pace of walking, changing the walking rhythm constantly. Additionally, the teacher can introduce obstacles within the

space; the guiding students must ensure that the blindfolded student doesn't bump into obstacles or students from other groups. The blindfolded students should only open their eyes when the teacher calls an end to the activity.

"Fast and Slow" Exercise: For this exercise, students form a circle and walk quickly in a clockwise direction. They walk to the rhythm of the teacher's clapping, gradually slowing down the clapping rhythm until it becomes extremely slow. Despite this, the students should maintain a steady pace while controlling their body movements, performing in slow motion. During this exercise, students need to maintain a balance between mental relaxation and physical control. The teacher can introduce other activities at this slow pace, such as asking students to imagine playing in the sea or having a snowball fight in a snowy landscape.

Game 2 (30 minutes)

1. Have the students share the insights they gained from today's

Summarize and practice.

2.Students form groups on their own (4-5 people per group) and arrange homework

create a short play (6-8 minutes) using today's exercises. After

(15 minutes) class, organize rehearsals for the performance in the next class.

Session 2

Activities Stage & Duration

Greeting

and

Checing

1. Greet students. 2. Check students presence

(5 mintues)

Warm-up

exercise (10 Lead the students to do warm-up exercises and relax their bodies

minutes)

Presentation (60 Each group performs in sequence. After the performances, the

teacher raises questions and provides feedback. minutes)

Summarize and

1.Students need to understand and address their shortcomings in

arrange the performance.

homework 2. Watch "Animal World" on DouYin.

(15 minutes)

Lesson Plan 3

Lesson Plan 3(Session:1&2)

Subject: Drama Performance

Topic: Observation and simulation

Grade: 10

Class Strengths: 40 students

Time: 180 minutes (90 minutes/1session)

students background knowledge: Unconditional requirement.

Teaching and learning strategy: Observation training, Pratical exercises

Teaching and learning materials: "Fundamentals of Stage Acting", Performance props. ใค้ยรังสิต Rang

Lesson Objectives:

Exercise students observation skills, helping them gain a more detailed understanding of characters and perform their roles effectively.

► Encourage students to observe life more closely, enabling them to portray their roles in a more vivid and lifelike manner.

Session 1

Stage & Duration Activities

Greeting and

1. Greet students. 2. Check students presence

Checing

(5 mintues) Tell the students that in order to improve their performance of a Theoretical character, detailed observation of the character is essential. This overview includes observing the character's personality traits, clothing (10 minutes) style, social skills, emotions, and more. Pair up students into teams of two for the "Animal Imitation" exercise. One person imitates an animal on the stage, while the Practice other person observes from below the stage and provides (60 minutes) feedback after the performance. This exercise can be conducted with ten groups simultaneously. 1. Evaluate the students performance today and encourage them. Summarize and 2. Observe familiar people around you, such as your parents, arrange classmates, teachers, etc. Then, prepare a 5-minute segment for homework impersonating these characters. Rehearse after class and perform (15 minutes) the impersonation during the next class. Session 2 Greeting and 1. Greet students. 2. Check students presence Checing (5 mintues) Students draw lots to determine the order of performances, and Repertoire (70 minutes) then perform their self-created sketches in that order. Summarize After the performances, the teacher raises questions and provides (15 minutes) feedback based on each person's performance segment.

Lesson Plan 4

Lesson Plan 4(Session:1)

Subject: Drama Performance

Topic: Physical expressiveness

Grade: 10

Class Strengths: 40 students

Time: 180 minutes

students background knowledge: Unconditional requirement.

Teaching and learning strategy:Physical training.,Pratical exercises

Teaching and learning materials: "Fundamentals of Stage Acting", Performance props.

Lesson Objectives:

Exercise students control over their bodies on stage, reducing stage fright, and enhancing their focus.

Session 1

Stage & Duration Activities

Greeting

and

Checing

1. Greet students. 2. Check students presence

(5 mintues)

Theoretical overview (10 minutes) Tell the students that an actor's tool for performance is their body. Different works have different physical requirements for actors. Therefore, actors need specialized physical training to enhance their physical fitness and meet the demands of the script. The way an actor's body moves and expresses can significantly impact the overall performance. Through scientific physical training, actors can not only master performance techniques but also unleash the full expressive potential of their bodies, showcasing the charm of artistic portrayal.

"Puppet Exercise"

Instruct the students to relax their shoulders, let their hands hang naturally by their sides, keep their feet shoulder-width apart, maintain a natural straight alignment of the neck and spine, relax their bodies, lower their heads, close their eyes naturally, and relax their facial muscles. Imagine being a puppet with strings attached at every joint, controlled by the teacher's hands.

After assuming the position described above, have the students check for any remaining tension in their bodies and try to eliminate it. If the teacher notices any unnecessary tension in certain parts of a students body, they should remind and help the student release that tension.

Game 1 (75 minutes)

Training cues from the teacher may include instructions like: "Imagine your elbows being lifted by strings until they are parallel to your upper arms. Then imagine your fingers being lifted upwards until your arms are fully extended." The teacher can also prompt students to imagine their arms growing longer and infinitely extending. After a brief pause, the teacher can give the command to relax the imaginary strings from the fingers to the wrists and elbows, returning to the initial standing position. Then, imagine the string on top of the head being released, causing the head to drop and gradually relaxing the upper body from the neck down until it hangs loosely. The exercise continues by imagining the release of the strings from the hips and knees, followed by a complete, relaxed lying down position on the ground. After a brief rest in this lying position, the teacher guides the students to imagine the strings from the knees, hips, spine, and head being sequentially pulled up until they return to the original standing position.

This exercise aims to help students achieve better body awareness, relaxation, and control, allowing them to feel like "puppets" and consciously manipulate their movements.

"Writing Exercise"

ราวริกยาลัยรังสิต

Instruct the students to use any part of their body to write their own name in the air. For example, they can use their head, shoulders, hips, and so on.

Training cues: Encourage students to open up their limbs and use exaggerated movements of their body parts to write their names in the air. Emphasize the importance of not causing any harm to nearby classmates while performing the exercise.

The teacher will provide individual feedback to each students assignment, highlighting areas for improvement while also offering positive feedback.

Game 2

(75分钟)

Summarize (20 minutes)

APPENDIX F

IOC OF ACHIEVEMENT TESTS

Par Rangsit University of Rangsit University

| | | | Pretest | | | |
|-----------|--------------------------------|-------------------------------|------------------|-----------|---------|----------------|
| SI No. | Item Test No. | Expert 1 | Expert 2 | Expert 3 | Average | congruen |
| 1 | Graduation ceremony. | +1 | +1 | +1 | +1 | Congruen t |
| 2 | Apology letter. | +1 | +1 | +1 | +1 | Congruen t |
| 3 | Survival in the wilderness. | +1 | +1 | +1 | +1 | Congruen t |
| 4 | Seeing a doctor at a hospital. | +1 | +1 | +1 | +1 | Congruen t |
| 5 | A confession letter. | +1 | +1 | +1 | +1 | Congruen t |
| O | verall Average | | 1 | | | Congruen t |
| | | | Posttest | | | |
| SI No. | Item Test No. | Expert 1 | Expert 2 | Expert 3 | Average | congruen ce |
| 1 | Airport farewell. | 41 | +1 | Cit +Nime | +1 | Congruen t |
| 2 | On the way home | ^{កែស} ទ័ ។ គិច +1 | Ran ⁽ | +1 | +1 | Congruen t |
| 3 | Long-time no see. | +1 | +1 | +1 | +1 | Congruen t |
| 4 | I am a dance star. | +1 | +1 | +1 | +1 | Congruen t |
| 5 | Let's be happy together. | +1 | +1 | +1 | +1 | Congruen t |
| O | verall Average | | 1 | l | | Congruen t |

Learning Achievement Test

(PRETEST & POSTTEST)

Randomly divide the students in the class into groups of five, providing them with improvised performance prompts and 15 minutes of discussion time.

Pretest questions:1. Graduation ceremony,2. Apology letter, 3. Survival in the wilderness, 4. Seeing a doctor at a hospital, 5. A confession letter.

Post-test questions: 1.Airport farewell, 2.On the way home, 3.Long-time no see, 4.I am a dance star, 5.Let's be happy together.

Grading Criteria:

A (90 and above) - Accurate understanding of the prompt, clear intent, well-structured, natural and authentic performance, able to immerse in the given scenario. Vividly portrayed character with strong potential for performance.

B (80-89) - Accurate understanding of the prompt, ability to immerse in the given scenario, demonstrates some skill in character portrayal, shows potential for performance.

C (70-79) - Accurate understanding of the prompt, basic completion of the performance task, but character portrayal might lack clarity or the performance might not be fully developed.

D (60-69) - Basic understanding of the prompt, still manages to complete the performance task, but character portrayal might lack clarity or the performance might be incomplete.

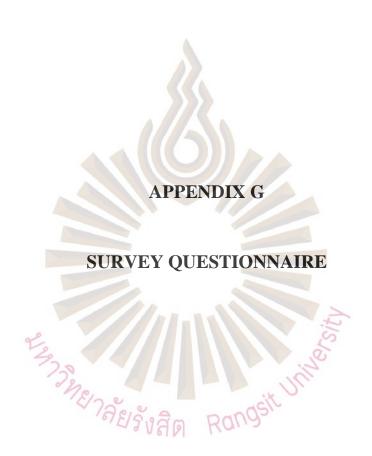
E (40-59) - Inaccurate understanding of the prompt, performance is relatively tense, unable to complete the performance task.

F (1-39) - Performance is overly tense, dull, or even exhibits clear confusion in the logic of the performance.

(Source: Dong, 2014)"

| No. | Standards | Scores |
|-----|---------------------|--------|
| 1 | Character integrity | 10 |
| 2 | Focus | 10 |
| 3 | Expressiveness | 10 |
| 4 | Creativity | 10 |
| 5 | Story integrity | 30 |
| 6 | Teamwork | 30 |





| | IOC OF QUESTIONNAIRE | | | | | | | |
|-----|-----------------------------------------|--------|----------|-----------------------------------------|--------|-----------|--|--|
| SI | | Expert | Expert | Expert | Averag | Congruen | | |
| No. | Items | 1 | 2 | 3 | e | ce | | |
| | PART A: IN | TEREST | & MOT | IVATIO | V | | | |
| | Integration of DouYin | | | | | | | |
| 1 | and Heuristic Teaching | +1 | +1 | +1 | +1 | Congruent | | |
| 1 | Method makes learning | 11 | 1.1 | | 1.1 | Congruent | | |
| | enjoyable. | | | | | | | |
| | The Integration of | | | | | | | |
| 2 | DouYin and Heuristic | +1 | +1 | +1 | +1 | Congruent | | |
| | Teaching Method makes | A | | | | _ | | |
| | learning meaningful. | | | | | | | |
| | The Integration of | | | | | | | |
| | DouYin and Heuristic | | | | | | | |
| 3 | Teaching Method has | +1 | +1 | +1 | +1 | Congruent | | |
| | helped me build | | | | | C | | |
| | confidence in learning | | | | | | | |
| | drama. | | | | | | | |
| | The Integration of | | | | | | | |
| 4 | DouYin and Heuristic | . 1 | | 1 | . 1 | | | |
| 4 | Teaching Method motivates me to learn | +1 | +1 | +1 | +1 | Congruent | | |
| | drama. | | | | | | | |
| | diama. | | | | | | | |
| | The Integration of | | | | | | | |
| | DouYin and Heuristic | | | * · · · · · · · · · · · · · · · · · · · | | | | |
| 5 | Teaching Method offers a | +1 | +1 | +1 | +1 | Congruent | | |
| | more effective way of | | | ille | | | | |
| | learning in drama | | | n. | | | | |
| | education. | D. ENG | A-CIENTE | NIT | | | | |
| | All activities related to | B: ENG | AGEME | NI | | | | |
| | the Integration of DouYin | | | | | | | |
| 6 | and Heuristic Teaching | +1 | +1 | +1 | +1 | Congruent | | |
| | Method are very | | | | | 8 | | |
| | interesting. | | | | | | | |
| | All activities involving | | | | | | | |
| | the Integration of DouYin | | | | | | | |
| 7 | and Heuristic Teaching | +1 | 0 | +1 | 0.67 | Congruent | | |
| | Method are very | | | | | | | |
| | meaningful. | | | | | | | |
| | The Integration of DouYin and Heuristic | | | | | | | |
| 8 | Teaching Method helps | +1 | 0 | +1 | 0.67 | Congruent | | |
| | me think more | | | | | | | |
| | me unincinore | | | | | | | |

| | effectively. | | | | | |
|------|--------------------------|-------|-------|-----|--------|------------|
| | Participating in various | | | | | |
| 9 | performance games and | +1 | +1 | +1 | +1 | Congruent |
| | exercises helps me | 1.1 | 1.1 | 1.1 | 1.1 | Congruent |
| | understand drama better. | | | | | |
| | Wilson Independing of | | | | | |
| 10 | When Integration of | . 1 | . 1 | . 1 | . 1 | C . |
| 10 | DouYin and Heuristic | +1 | +1 | +1 | +1 | Congruent |
| | Teaching Method, I feel | | | | | |
| D.4. | more engaged. | | ONOFF | | AND HE | |
| PA | RT C:EFFICACY OF INT | Α. | | | AND HE | CURISTIC |
| | | CHING | METHO | D | | |
| | The Integration of | 17. | | | | |
| 11 | DouYin and Heuristic | 444 | . 1 | . 1 | . 1 | C . |
| 11 | Teaching Method can | +1 | +1 | +1 | +1 | Congruent |
| | enhance my character | | | | | |
| | development. | | | | | |
| | Integration of DouYin | | | | | |
| 12 | and Heuristic Teaching | +1 | 0 | +1 | 0.67 | Congruent |
| | Method can increase my | | | | | C |
| | trust in teammates. | | | | | |
| | The Integration of | | | | | |
| 12 | DouYin and Heuristic | . 1 | . 1 | . 1 | . 1 | C . |
| 13 | Teaching Method can | +1 | +1 | +1 | +1 | Congruent |
| | enhance my imagination | | | | | |
| | and creativity. | | | 2 | | |
| | Integration of DouYin | | | S | | |
| 1.4 | and Heuristic Teaching | | | 0 | . 1 | C . |
| 14 | Method can enhance my | +1 | +1 | +1 | +1 | Congruent |
| | empathy and ability to | | | M. | | |
| | experience characters. | _ | 2051 | • | | |
| | The Integration of | an F | Salla | | | |
| 1.5 | DouYin and Heuristic | -171 | . 1 | , 1 | , 1 | Coma |
| 15 | Teaching Method can | +1 | +1 | +1 | +1 | Congruent |
| | enhance my ability for | | | | | |
| | independent thinking. | | | | | |
| | Overall Average | | 0. | 93 | | Congruent |
| | | | | | | 0 |

QUESTIONNAIRE

The questionnaire will be distributed to the participants of this study grade 10 students. This questionnaire aims to investigate students perspectives on the Integration of DouYin and Heuristic Teaching Method in drama performance classes. The responses provided by the participants will remain confidential and will solely be used for the purpose of this research.

Part I: Demographic Data

| Direction: |
|------------------------------------------------|
| Put a tick mark ($\sqrt{}$) in the brackets. |
| Age: |
| Between 16-17 ()18 and above () |
| Gender: |
| Male () Female () |
| Years of learning Drama Performance: |
| () 1 years () 2 years () more than 2 years |
| วิทิยาลัยรังสิต Rangsit Units |

Part II: students Satisfaction

Mark your level of opinion from 1-5 (from strongly disagree to strongly agree) against each statement. The description of each scale 1-5 is as shown in the table below.

| S | Scale strongly Agree (SA)-5 Agree(A)- 4 Neutr | ral (N)-3 | Disag | ree(D)- | 2 Strong | gly |
|-----------|--------------------------------------------------------------------|-----------|-------|---------|----------|-----|
| SI No. | Items | SA5 | A4 | N3 | DA2 | SD1 |
| | PART A: INTEREST & | MOTIV | ATIO | N | | |
| 1 | Integration of DouYin and Heuristic Teaching Method makes learning | | | | | |
| | enjoyable. | | | | | |
| 2 | The Integration of DouYin and | | | | | |
| 2 | Heuristic Teaching Method makes learning meaningful. | | | | | |
| | The Integration of DouYin and | | | | | |
| 3 | Heuristic Teaching Method has helped | | | | | |
| 3 | me build confidence in learning drama. | | | | | |
| | The Integration of DouYin and | | | | | |
| 4 | Heuristic Teaching Method motivates | | | | | |
| | me to learn drama. | | 2 | 2 | | |
| | The Integration of DouYin and | | .0 | | | |
| _ | Heuristic Teaching Method offers a | | in | | | |
| 5 | more effective way of learning in | 141 | 21. | | | |
| | drama education. | nasil | | | | |
| | PART B: ENGAC | SEMEN | T | | | |
| | All activities related to the Integration | | | | | |
| 6 | of DouYin and Heuristic Teaching | | | | | |
| | Method are very interesting. | | | | | |
| | All activities involving the Integration | | | | | |
| 7 | of DouYin and Heuristic Teaching | | | | | |
| | Method are very meaningful. | | | | | |
| | The Integration of DouYin and | | | | | |
| 8 | Heuristic Teaching Method helps me | | | | | |
| | think more effectively. | | | | | |
| 0 | Participating in various performance | | | | | |
| 9 | games and exercises helps me | | | | | |
| | understand drama better. | | | | | |

When Integration of DouYin and Heuristic Teaching Method, I feel more engaged.

PART C:EFFICACY OF INTEGRATION OF DOUYIN AND HEURISTIC TEACHING METHOD

The Integration of DouYin and

- Heuristic Teaching Method can enhance my character development.
 Integration of DouYin and Heuristic
- 12 Teaching Method can increase my trust in teammates.

The Integration of DouYin and

- 13 Heuristic Teaching Method can enhance my imagination and creativity.

 Integration of DouYin and Heuristic
- Teaching Method can enhance my empathy and ability to experience characters.

15

The Integration of DouYin and Heuristic Teaching Method can enhance my ability for independent thinking.



APPENDIX H

ACHIEVEMENT TESTS (PRETEST AND POST-TEST)





Egyzaner a Elavada Rangsit University

Biography

Name Songguanyi Zhang

Date of birth September 4, 1999

Place of birth Yunnan, China

Education background Sichuan Conservatory of Music, China

Bachelor of Drama Performance, 2018

Rangsit University, Thailand

Masters of Education

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