ART & TECHNOLOGY PUBLISHING PTE. LTD.

2023 Volume 1, Issue 2

Education Innovation Research

ISSN (Online): 3029-1852 ISSN(Print): 3029-1844

Research on the Improving Effect of Physical Education Teaching in Colleges and Universities Adopting the Online and Offline Hybrid Teaching Model in the New Era

Tao Sun[1], Xiufeng Zhao[1]*, Wei Li[2]

[1]Taishan University, Taian, 271000, China

[2]No. 1 Middle School of Lanling County, Linyi, 277700, China

Corresponding author: Xiufeng Zhao, zhaoxf2003@126.com

Abstract

Scientific and technological progress promotes the innovation of educational methods, with online and offline teaching becoming crucial avenues for enhancing efficiency in higher education. This paper analyzes current teaching modes and their associated challenges, then discusses strategies for their application in physical education teaching at colleges and universities, aiming to provide theoretical support for enhancing teaching effectiveness.

Keywords

New era
Online and offline hybrid teaching model
Physical education teaching effect
Teaching strategy

Online publication: November 19, 2023

1. Introduction

The rapid development of information technology is catalyzing a revolution in the education industry. In this context, the traditional physical education teaching mode is no longer adequate for the demands of the modern era. The hybrid teaching model, which combines online and offline elements, presents new opportunities and challenges for the advancement of physical education. This model integrates resources and methods from both online and offline platforms, aiming to enhance students' motivation, autonomy, and engagement to achieve better educational outcomes. This paper will thoroughly analyze the application strategies of this teaching mode in higher education physical education, providing valuable insights for the reform and innovation of physical education instruction in colleges and universities.

2. Analysis of online and offline hybrid teaching mode in enhancing the effectiveness of college physical education in the new era

The emergence and evolution of hybrid teaching have significantly revolutionized the traditional educational paradigm. This mode harnesses the strengths of both traditional and online teaching, leveraging network platforms to create an innovative "Internet+ education"

approach that enhances teaching efficacy. Firstly, in terms of content delivery, hybrid teaching transcends the constraints of traditional teaching materials. Teachers can integrate a wealth of online resources into their lessons based on student's interests and concerns. Students, in turn, receive timely feedback tailored to their individual needs, allowing them to engage in self-study during their free time after completing assigned coursework. This transfer of knowledge not only empowers students but also ignites their enthusiasm for learning. Secondly, in terms of instructional methods, hybrid teaching maximizes the use of multimedia technology to diversify teaching modalities. Teachers can interact with students through various means such as questioning, answering, and online attendance, while students can reinforce their understanding by reviewing course materials on online platforms. Lastly, regarding assessment, hybrid teaching capitalizes on the capabilities of Internet platforms to seamlessly integrate teaching processes and outcomes [1,2]. It enables detailed tracking of students' online learning behaviors and provides immediate feedback, with all data being transparently accessible in real-time. This facilitates a scientific approach to evaluating teaching effectiveness, allowing teachers to promptly gauge students' progress and encouraging students to actively participate in classroom activities [3].

3. Challenges of the online and offline hybrid teaching model in enhancing physical education in the new era

Firstly, physical education, as an integral part of the higher education curriculum, aims not only to impart basic theoretical knowledge through scientific teaching methods but also to promote the holistic development of students' physical and mental health. Within the dual teaching framework of online and offline, physical education courses should be effectively integrated to ignite students' interest in actively participating in physical activities, moving beyond mundane theoretical learning, and enhancing their physical skills and fitness through interactive instruction. However, currently, online sports courses tend to overly prioritize theoretical teaching, resulting in a disconnect between theory and practice, which has become increasingly pronounced. Moreover, students' unfamiliarity with the physical education knowledge framework exacerbates the gap between theory and practice [4-7].

Secondly, in traditional physical education classroom teaching, teachers predominantly focus on imparting theoretical knowledge and technical skills of sports projects, while students practice these skills based on the teacher's explanation and demonstration. This long-standing single-teaching mode often leads to superficial physical education teaching outcomes and contributes to the standardization of university physical education content and instructional environment. Such standardized teaching environments not only hinder students' comprehension of the profound value of physical education but also impede their mastery of physical education learning methods, potentially fostering resistance to physical education. This inefficient physical education teaching mode fails to meet the demands of the new online and offline hybrid teaching mode for university physical education [8-10].

4. Strategies for enhancing the effectiveness of physical education in colleges and universities through the online and offline hybrid teaching model

4.1. Identify key points and challenges in college physical education teaching

College physical education courses require distinct teaching strategies in online and face-to-face environments. To effectively integrate online and offline teaching, it is imperative to carefully consider elements such as core course content, topic selection, class hour allocation, and teaching methods. Online environments are conducive to reinforcing theoretical sports knowledge, while face-to-face classes focus on enhancing students' practical skills. Online educators can utilize multimedia resources such as charts, texts, and videos to deliver sports knowledge explanations. Additionally, teachers can engage students through group cooperation and interactive games to enhance participation and interaction, thereby fostering students' interest and initiative in physical education learning [11-13]. However, in constructing the hybrid teaching model, it is crucial to clarify teaching priorities, challenges, topic selection, class hour allocation, and teaching methods. Online teaching emphasizes theoretical knowledge training, while offline

teaching emphasizes sports skill enhancement.

4.2. Before, during and after class

In the pre-class phase of hybrid teaching, teachers need to select and publish online resources, and set self-study goals, tests, and homework deadlines. After students complete the preview and submit the test, the teacher comprehensively analyzes the preview results and presents them in tables or graphs to provide a basis for designing classroom activities. Teachers should guide, summarize, and share well-prepared previews based on students' understanding, explaining areas of poor mastery in depth to stimulate exploration and encourage in-depth learning [14].

During physical education classes, teachers can utilize various online modes to support offline teaching. Teachers serve as learning guides while students lead classroom activities through group discussions and practices. Teachers focus on solving students' problems and correcting mistakes rather than solely delivering basic knowledge. Optimizing teaching through network resources and interaction enhances students' participation and learning motivation. Teachers must evaluate the teaching process and effectiveness, monitor students' performance, collect learning data, conduct objective evaluations, and incorporate results into overall assessments [12,13].

After class, teachers encourage students to engage in post-class training and review knowledge and skills to reinforce learning and preview new lessons. Key considerations include emphasizing the importance of student training and testing for evaluating learning effectiveness and course progress, using online platforms to expand learning space, supplementing classroom learning, organizing tests, recording results, and highlighting the role of platforms in post-class communication. Teachers release resources, monitor learning situations, address student questions, and facilitate experience sharing to enhance understanding and mastery of knowledge and skills [14,15].

4.3. Innovating the evaluation mechanism

In the current higher education system, the adoption of the online and offline hybrid teaching model has gradually become the mainstream of physical education curriculum reform in colleges and universities. To promote teaching efficiency optimization, the key lies in introducing and implementing an innovative evaluation mechanism. The traditional evaluation method mainly relies on students' classroom attendance rates and the final assessment scores. However, this model oversimplifies evaluation and fails to fully consider dynamic changes in the learning process and individual student differences. Comprehensive evaluation of student performance requires combining online and offline evaluation techniques.

In the online section, teachers can utilize cutting-edge technology to implement more objective student assessments. For example, an intelligent education platform integrating efficient cloud computing functions can track and analyze students' activities in real-time using facial and body recognition technologies. The platform monitors body joint movement and trajectory patterns, accurately capturing movement details and presenting information on a mobile terminal interface. Based on artificial intelligence algorithms, the system compares collected movement data with national health and sports standards, generating accurate and objective health assessment reports. Such technology enhances understanding of student's physical condition and provides comprehensive analytical perspectives for teaching evaluation [16,17].

Offline assessments can continue with traditional skills tests and group cooperation projects to examine practical and teamwork skills. Introducing third-party evaluations, such as regular physical fitness tests, comprehensively assesses students' physical health improvements. Encouraging self-evaluation and peer evaluation effectively cultivates students' self-supervision abilities and critical thinking. The comprehensive application of these innovative evaluation strategies not only accurately evaluates students' learning outcomes but also significantly enhances learning enthusiasm, further improving the quality and efficiency of physical education in colleges and universities [18].

5. Conclusion

In the context of the new era, the hybrid teaching model holds tremendous significance for enhancing

the effectiveness of physical education instruction in higher education institutions. By integrating online and offline educational resources and methods, this approach not only ignites students' enthusiasm and autonomy in learning but also markedly enhances teaching quality and efficiency. Furthermore, the model contributes to cultivating students' innovative abilities and practical skills while promoting their personalized development. Looking ahead, as technology continues to evolve and education reforms deepen, the hybrid teaching model will assume an even more central role in the realm of physical education in colleges and universities. Therefore, continuous research and practical application of this model, along with the optimization of teaching modes and methods, will significantly contribute to elevating the standard of physical education in higher education.

Funding

Special Project of Teacher Education Research of Taishan University in 2021 (Project number: JY-01-202132)

Disclosure statement

The authors declare no conflict of interest.

Reference

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