

Research on the Value Connotation and Implementation Strategies of Blended Teaching in College Physical Education

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Abstract: Physical education is an important part of education, playing a positive role in enhancing students' physical health and promoting their all-round development. With the development of society and the application of digital technology, the traditional teaching model in college physical education has become difficult to adapt to the times and cannot meet students' needs for physical activities. Against this background, the blended teaching model has emerged, providing new ideas for the reform of college physical education teaching models. This study explores the value connotation and implementation paths of the blended teaching model in college physical education, clarifying its value and exploring its paths. The aim is to enrich students' campus physical education and cultural life, improve the teaching effect of physical education, cultivate students' interest in sports, promote their all-round development, and provide a reference for the reform of college physical education.

Keywords: Blended teaching; Higher education; Physical education teaching

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1. Introduction

Blended teaching integrates online and offline teaching models. While retaining the advantages of the traditional teaching model, it uses modern teaching technology means, digital information technology, and resources to enrich the teaching content, break through time limitations, and construct an integrated teaching system for in-class and after-class learning, which helps to improve teaching efficiency^[1]. In the practice of college physical education teaching, teachers should change their teaching concepts, keep up with the development of the times, combine with the actual situation, make use of online resources, enrich and expand the online teaching front, highlight the advantages of online and offline physical education teaching, and give full play to the educational function of physical education^[2].

2. Value connotation of blended teaching in college physical education

2.1. Remolding of physical education teaching concepts

With the rapid development of information technology, the Internet has increasingly become an important tool for teaching reform and development, providing new ways for teachers' teaching and students' learning. The blended teaching model promotes the organic combination of college physical education and digital technology, conforms to the trend of the times, and is an effective way to reshape the physical education teaching concepts of teachers and students^[3].

The traditional college physical education teaching model mainly focuses on physical exercises, emphasizing physical training and sports skills while neglecting the learning of sports knowledge. In the blended teaching model, the online teaching part can make up for the lack of sports knowledge in physical education. It not only breaks through the time limitations of the traditional teaching model but also helps to meet the personalized needs of students.

2.2. Facilitating students' sports participation

In traditional physical education teaching, the main learning methods are teachers' explanations and demonstrations, and students' imitative practices. This weakens students' learning enthusiasm and is not conducive to giving play to students' dominant position in the teaching process^[4]. At the same time, the frequency of college physical education courses is relatively low. For students without a sports foundation, it is difficult to fully master the knowledge and skills of the learned sports events. Such students are prone to a lack of interest in participating in sports during physical education.

In blended teaching, the online part helps to promote students' sports participation and turn passivity into initiative. Before class, the online teaching resources are used to explain the sports knowledge and skills in the teaching content, enabling students to have a preliminary understanding of the course content. After class, students can review the learned content through online resources and communicate with teachers through communication software such as WeChat and Rain Classroom, and online platforms. Teachers can not only understand students' learning situations but also their individual differences. During the online interaction, students' individual problems can be discovered, and their mastery of sports knowledge and skills can be improved, which will enhance their interest in sports activities.

2.3. Improving the teaching effect

The Internet has increasingly become an important place for college students to study and entertain. Compared with the traditional teaching model, the blended teaching method covers both online and offline teaching forms, bringing more freshness to learning^[5]. The online teaching part starts from the students' familiar online world. Using electronic devices to collect information and learn knowledge not only brings great convenience to them but also helps to stimulate students' learning interest. In addition, the blended teaching model combines the advantages of online and offline teaching models. On the one hand, online teaching has the advantages of breaking through the boundaries of time and space, making up for insufficient learning time, and considering students' individual needs. On the other hand, offline teaching is the foundation of physical education teaching. Only through physical exercises can students complete the teaching tasks and achieve the teaching goals. The two are combined and complement each other. The blended physical education teaching model can provide students with rich teaching resources and innovative teaching methods, which are conducive to improving the teaching effect.

3. Implementation strategies of blended teaching in college physical education

3.1. Enriching online resources to meet learning needs

With the development of information technology, the application of digital teaching resources has become more and more extensive. Online teaching already has an application foundation ^[6]. In college physical education, online teaching can be an important supplementary form of physical education courses. Online teaching has the advantages of diverse resources, strong interactivity, and flexible time and space. College physical education teachers can rely on online teaching platforms such as Rain Classroom to enrich online teaching resources. This can not only meet the diverse, personalized, and multi-level learning needs of students but also lay a solid foundation for offline teaching and make up for the insufficient time of offline teaching.

In terms of online resources, they should be enriched according to teaching needs. Teachers can use online teaching platforms to carry out sports theory knowledge, pre-class preview of physical education, and other links, thereby optimizing the physical education teaching design, improving teaching efficiency, and enriching teaching content. One of the limitations of traditional teaching is the lack of learning sports theory. Besides the limitations of physical education teachers' understanding of sports theory knowledge, the traditional teaching model lacks effective transmission of sports theory knowledge ^[7]. This can easily lead to a boring learning process and abstract learning knowledge, making it difficult for students to develop an interest in sports. Enriching online resources can greatly enrich the presentation of theoretical knowledge. Teachers can use means such as micro-courses, animations, videos, and VR for display, or they can make targeted online resources based on the actual teaching situation to stimulate students' learning interest and enhance students' learning experience. At the same time, presenting abstract sports knowledge in a concrete and interesting way reduces the difficulty of students' understanding and promotes practical exercises in offline classes.

In specific practice, teachers can upload relevant theoretical knowledge and teaching content to the online platform before physical education classes, allowing students to have a preliminary understanding of the learned content through online resources. For example, in football classes, when learning the instep shooting technique, teachers can upload the theoretical knowledge of the instep shooting technique to the learning platform ^[8]. Students can understand the theoretical knowledge through the learning platform and communicate online with teachers about any questions. At the same time, teachers upload the explanation and demonstration of the instep shooting movement technique to the learning platform. Students can leave an impression in their minds by watching the demonstration video, which is helpful for practical exercises and improves learning efficiency. Finally, online teaching can completely record students' learning behaviors. Through artificial intelligence and data analysis, teachers can accurately understand students' learning situations. In subsequent teaching, they can dynamically adjust the teaching links according to the learning situations, timely adjust teaching strategies, and improve the quality of classroom teaching. Students can directly understand their own learning situations according to the data analysis results, which helps to make up for their own deficiencies and promote sports participation.

3.2. Optimizing offline teaching to stimulate interest in exercise

The blended teaching model promotes the reform and development of college physical education teaching. While enriching online teaching, offline teaching also plays a crucial role. In universities, physical education courses are practical courses mainly based on students' physical participation, focusing on cultivating students' physical and mental health development and the mastery of sports skills. Under such subject characteristics, offline teaching cannot be replaced by online teaching ^[9]. Teachers should optimize the entire teaching process,

adhere to the “people-oriented” education and teaching concept, design offline teaching based on promoting students’ all-round development, keep up with the times, and stimulate students’ interest in exercise.

In the context of digital teaching reform, the important role of offline teaching cannot be ignored, especially in courses that attach importance to the cultivation of students’ practical abilities and the improvement of students’ physical health. The offline teaching link should highlight its characteristics, optimize its process, and enrich its content. In the specific implementation of college physical education courses, first of all, modern teaching means should be integrated. In the offline link, teachers need to keep up with the trend of information-based teaching. By applying digital resources and using virtual technology, they can bring students an intuitive feeling and a novel experience, thus stimulating learning enthusiasm. Teachers can use virtual reality technology in physical education teaching to simulate real-life sports scenes for students, allowing them to master sports skills in an immersive experience. For example, in combat-type courses, real-scene battles can be realized through virtual devices. While ensuring safety, students can understand their own mastery of movement techniques in real-time through the presentation of videos and data. Secondly, one of the pain points of offline physical education teaching is the difference in students’ levels. Using online teaching resources to assist offline teaching takes into account individual differences and helps to carry out hierarchical teaching. College physical education teaching involves a large number of students, and there are significant differences among individuals. Teachers should adopt the teaching principle of teaching students in accordance with their aptitudes to carry out hierarchical teaching, so that each student can effectively improve within their own level range. At this time, teachers can use the learning data of students in online self-learning, preview, and other links, and combine with simple physical fitness tests on students to divide students into different-level groups and develop targeted training plans. It should be noted that during the offline teaching process, teachers should maintain the coherence of the teaching content with online teaching, sort out simple knowledge, focus on explaining key and difficult points and students’ knowledge weaknesses, and through functions such as personal demonstrations and face-to-face guidance, which are not available in online teaching, deepen students’ understanding and application of knowledge points to ensure the maximization of teaching effects. Finally, in college physical education teaching, sports theory knowledge should account for a certain proportion. However, it is difficult to effectively integrate sports knowledge into physical education teaching in the traditional teaching model. Teachers can use online teaching to focus on cultivating students’ theoretical basis, while offline teaching focuses on the practical link, leading students to carry out physical exercises together, increasing students’ exercise time. This can not only avoid unbalanced knowledge acquisition of students but also meet the development requirements of physical education teaching for students’ physical qualities and sports skills.

3.3. Strengthening after-class activities to enrich campus sports activities

The teaching time of college physical education classes is limited. To effectively ensure the teaching effect of physical education and comprehensively improve the quality of physical education, teachers can strengthen the scientific management of students’ after-school time and carry out a variety of after-class expansion activities. These activities not only help students consolidate the knowledge learned in class and transform theory into practice but also effectively improve students’ physical fitness and enhance their physique, giving full play to the educational function of physical education courses^[10].

Teachers can leverage the advantages of blended teaching to assign after-class physical exercise homework through the online teaching platform. Students are required to complete the exercise tasks within the specified time and upload the process or results to the platform. Teachers correct the physical exercise homework and give

feedback so that students can understand their own situations. At the same time, teachers can also dynamically track the completion of students' homework through the interactivity of the online platform and provide personalized adjustment suggestions for subsequent physical education courses. In terms of offline teaching, teachers can extend physical education teaching to students' after-school lives by organizing group cooperation, fun games, sports competitions, and other activities. According to students' learning abilities, interests, and knowledge mastery, physical exercise tasks with appropriate difficulty are designed to fully stimulate students' internal motivation and cultivate their teamwork and competitive awareness.

While making full use of the blended teaching model, colleges and universities should enrich campus sports activities, meet students' sports needs, promote the integration of sports activities into students' daily lives, and help students develop good exercise habits and healthy lifestyles.

Colleges and universities can establish various sports clubs and associations according to students' interests. By holding various activities, students' interests and hobbies are organically integrated with physical exercises, meeting the personalized learning needs of different students and providing students with more opportunities to participate in sports activities. At the same time, a campus sports competition system should be constructed. Sports competitions are an important way to promote students' physical health and enhance the connection between students. Schools can organize campus-wide sports competitions. A rich variety of competition settings can enhance the fun and competitiveness of sports activities, create a strong sports atmosphere on campus, and allow students to exercise and surpass themselves in the competitions.

4. Conclusion

In conclusion, under the new era background, college physical education teaching faces new opportunities and challenges. The blended teaching model provides a new direction for the reform and development of college physical education teaching. College physical education workers should keep up with the times, update teaching concepts, and actively explore and apply the blended teaching model to physical education teaching practice. Firstly, we should clarify the advantages of blended teaching and its significance in the application of college physical education. Secondly, scientific and reasonable implementation strategies should be developed to ensure the effective implementation of online and offline physical education teaching, and improve teaching efficiency and quality. Finally, the new model may lead to new problems, and we need to constantly explore and improve in teaching practice to cultivate students' interest in sports, establish students' lifelong sports concept, and take the cultivation of students' all-round development as the ultimate goal of college physical education teaching.

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