

# Optimization and Implementation of In-and-Out-of-Class Integration Teaching Model of Physical Education in Private Colleges and Universities\*

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**Abstract**—This paper uses literature, interviews, questionnaire surveys, mathematical statistics and other research methods to explore the "in-and-out-of-class integration" teaching mode in private colleges and universities' physical education courses. The research is guided by the objectives of the physical education curriculum, combined with the physical education of private colleges and universities to theoretically construct the "in-and-out-of-class integration" teaching model and analyze its advantages. It further puts forward specific suggestions in the implementation process, with a view to providing certain theoretical references for physical education reform in private colleges and universities.

**Keywords**—private colleges and universities; physical education curriculum; in-and-out-of-class integration; teaching model

## I. INTRODUCTION

Since the 19th National Congress of the Communist Party of China, China has entered a new period of development, and the goals and strategies of school physical education have undergone significant changes. School physical education must not only be "set", but also be developed towards "excellent". In order to adapt to the development of school physical education in the new era, private college physical education must break through the constraints of the original curriculum model, strive to expand its time, space, content, and form, and give full play to the leading role of teachers in order to form a curriculum system that integrates layered teaching in-and-out-of-class. In view of this, on the basis of comprehensive existing research, an attempt is made to build a layered teaching model of "in-and-out-of-class integration" centered on classroom physical education and extended, and supplemented by extracurricular individual sports clubs; the paper also puts forward feasible implementation strategies, aiming to provide a certain reference for the reform of physical education in private universities.

## II. RECONSTRUCTION OF THE "IN-AND-OUT-OF-CLASS INTEGRATION" TEACHING MODE IN PRIVATE UNIVERSITIES

The "in-and-out-of-class integration" layered teaching mode described in this article is one of the paradigms of public physical education in private colleges and universities. It is based on the current concept of physical education reform and development, which is oriented towards the goal of physical education, and is a demand-based overall plan combining the reality of higher education. This model takes students as the main body, integrates the entire process of student sports participation into the physical education curriculum system, and achieves the goals of private physical education courses through the linkage and coupling of the two sections of in-class layered teaching and extracurricular layered guidance.

The teaching of PE in private colleges and universities is led by teachers. It is mainly aimed at freshmen and sophomores. Students can choose items according to their hobbies, fitness needs, etc., and choose the appropriate level of learning based on their special foundation and physical fitness (advanced class or basic class). At the beginning of each semester, fine-tuning of students in the advanced and basic classes is made on a voluntary basis. Extracurricular teaching is led by "teacher + student assistant", and it is a level of teaching guidance activities for all students 3 to 5 times a week, which is a supplement and continuation of in-class teaching. Extracurricular teaching is implemented with dynamic layering. Teachers mainly complete the instruction for advanced classes and training teams; student assistants (backbone of clubs) mainly assist in completing the instruction for students in basic classes.

Private colleges and universities "in-and-out-of-class integration" teaching mode grants a certain proportion of points to in-class physical education (60%) and extracurricular teaching (40%), and requires students to follow the teaching plan and participate in systematic and planned learning in extracurricular sports participation. The "in-and-out-of-class integration" teaching mode in physical education has completely changed the "three no-phenomenon" of students without counseling, supervision, and equipment in extracurricular sports activities, and incorporated the entire process of school students'

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participation in sports into a controlled teaching range. While forming an integrated teaching guidance system for in-and-out-of-class physical education, it also further improves the students' physical fitness and cultivates students' enthusiasm for sports participation, thus promoting the development of students' lifelong sports habits.

### III. ANALYSIS OF THE ADVANTAGES OF THE "IN-AND-OUT-OF-CLASS INTEGRATION" TEACHING MODE IN PRIVATE COLLEGES

#### A. *Highlighting the Student's Subject Status and Meeting the Personality Development of Students at Different Levels*

In the participation of various sports, it is necessary to fully stimulate students' learning passion and promote the development of their personality. This is not only the trend of the times, but also the requirement of discipline development. The application of "in-and-out-of-class integration" of PE in private colleges and universities has greatly increased the diversity and richness of teaching content. Various individual sports clubs have been set up outside the classroom and instructed by professional teachers. Students can not only choose their favorite projects freely, but also can choose the appropriate level of learning according to their sports level, which enables that their subject status can be highlighted to the greatest extent in the process of sports participation.

#### B. *Paying Attention to Process Evaluation and Establishing a Student-centered Evaluation Incentive Mechanism*

In the past physical education teaching process, most of them used the final assessment method to evaluate the learning effect of students in a certain period of time, which was relatively one-sided and not scientific enough. Due to the strong pertinence of the "in-and-out-of-class integration" teaching in private colleges and universities, and the principle of different treatment, the evaluation of students pays more attention to the comprehensive evaluation of the combination of process and results. It counts the exercise time, frequency, habits, and attitude of students' extracurricular sports after scoring them through certain evaluation standards and calculates them into the total sports performance, that is, it comprehensively evaluates the student's sports level based on the comprehensive performance of students in and outside the physical education classroom, which is a more scientific and comprehensive evaluation method.

#### C. *Enriching Campus Culture and Promoting the Inheritance and Innovation of Excellent Sports Culture*

Practice has proved that campus culture has an irreplaceable role in optimizing the learning environment and promoting the all-round development of students. The "in-and-out-of-class integration" teaching of private colleges and universities in various forms involves the whole process of student sports participation, promotes and guides the development of various sports activities, and enriches the construction of campus sports culture. Especially in

extracurricular physical education, physical education teachers should increase their guidance to individual sports clubs, give effective play to the exemplary role of sports backbones, regularly organize various types of sports activities and sports competitions, and fully stimulate students' interest and enthusiasm for sports participation. It is also necessary to incorporate extracurricular sports activities into the teaching plan, improve mechanisms, perfect systems, enhance guarantees, and normalize large-scale school-level sports activities such as sports meetings, sunny long-distance running, and winter long-distance running and so on.

#### D. *The Competitiveness of Teachers Has Increased, Which Has Improved the Comprehensive Teaching Level of Physical Education Teachers*

The comprehensive quality of teachers is the key to determine the quality of physical education. The implementation of "in-and-out-of-class integration" physical education in private colleges and universities will definitely put forward higher demands on the comprehensive quality of physical education teachers. Due to the greatly increased teaching content, the teachers' original knowledge of physical education theory and physical skills can no longer meet the new teaching requirements, and teachers need to continue to learn, improve the comprehensive teaching level, and provide theoretical and practical guidance for students. In addition, with the continuous improvement of the student evaluation mechanism, student evaluation of teaching is not limited to the in-class teaching part, but also covers the extracurricular teaching part. The satisfaction of students during and after class evaluation will be an important basis for teacher assessment. The method will fully arouse the enthusiasm of the majority of teachers, and the quality of teaching will change from the passive requirements of the past to the active improvement.

#### E. *The Teaching Is Highly Targeted and the Effect of Physical Education Will Be Improved Obviously*

The improvement of students' sports skills and the development of exercise habits are not enough to rely on weekly class study only. In order for students to master the skills that guide them to carry out lifelong sports, a large number of exercises need to be consolidated outside the classroom. The "in-and-out-of-class integration" teaching in private colleges and universities has provided students with good opportunities for practice through various forms of colorful extracurricular physical education. The "in-and-out-of-class integration" teaching has prolonged the exercise time of the students, and the students' technical mastery will be more proficient, and their interest in sports participation will also be greatly increased. Not only that, with the orderly development of extracurricular physical education, the amount of student activities will increase, and their physical fitness will continue to be enhanced. Some sports techniques can be mastered by students through self-study or mutual learning during extracurricular participation, so the effect of physical education will also be significantly improved.

#### IV. IMPLEMENTATION STRATEGIES OF "IN-AND-OUT-OF-CLASS INTEGRATION" TEACHING MODE IN PRIVATE COLLEGE PHYSICAL EDUCATION

##### *A. Breaking the Traditional Pattern and Establishing a New Extracurricular Individual Sports Club*

The school establishes a sports single club and implements a membership system, which is divided into three levels: primary (zero basis), intermediate (with some foundation) and advanced (sports team members). The teaching depth of each level is different to ensure that the sports level of members at all levels can be continuously improved. The Ministry of Public Sports (Department) selects one or two instructors for each individual club to be responsible for the formulation and organization of the activity plan, and to guide the development of various sports activities. In addition to the instructors, each individual club is equipped with a number of student assistants who are fully responsible for the club's daily extracurricular sports teaching and management.

The management of the club is from top to bottom. People who understand sports will assist in the management and give a certain percentage of performance as a guarantee (accounting for 40% of the total semester grades), which will help improve the effectiveness and durability of extracurricular sports activities. It has changed the past loose, disordered and inefficient state of extracurricular sports management, and it has also made up for the shortcomings of college physical education that is difficult to complete the goal of physical education curriculum by relying solely on in-class teaching.

##### *B. Adhering to the Organic Connection Between In-class Teaching and Extracurricular Guidance*

Private colleges and universities' "in-and-out-of-class integration" teaching organically integrates the two units inside and outside the classroom, focusing on in-class teaching, and incorporating planned and organized extracurricular guidance into the curriculum system, which not only extends the teaching time, space, content and form, but also fully plays the leading role of teachers. In-class teaching is carried out according to the level of student's sports, while extracurricular class completely breaks the restrictions of the original class and the number of people, which gives students greater autonomy in the choice of learning content, learning time and learning form, allowing the content of in-class teaching to be fully extended outside the classroom. On the basis of in-class teaching, students choose a club and learning level that suits them according to their own interests and physical conditions. Through persistent sports participation and completion of corresponding participation, students can obtain a certain percentage of comprehensive results.

##### *C. Taking into Account Individual Differences and Establishing a Hierarchical Evaluation System*

The "in-and-out-of-class integration" teaching model of private college physical education incorporates students' extracurricular physical education participation into a

comprehensive performance assessment in a certain proportion, achieving the integration of physical education curriculum assessment content and assessment methods; in learning evaluation, it emphasizes the dynamic and whole-process evaluation from a development perspective, combining summative and process evaluation, focusing on the degree of progress of students after hard work, and comparing the existing foundation with the improvement range, thereby playing a role in comprehensively improving the enthusiasm of students for sports participation.

##### *D. Using Information Technology to Build an In-and-out-of-class Integration Teaching Management Platform*

The establishment of the "in-and-out-of-class integration" teaching management platform for private colleges and universities will comprehensively integrate the management methods and service models of physical education teaching resources, and build a collaborative and open network structure of "in-and-out-of-class integration" in physical education, which combines in-class and extracurricular, online and offline teaching, and realizes the needs of resource sharing, information exchange, and synchronous learning. Teachers collect or prepare related learning resources (micro-class videos, PPT, simulation animation, multimedia teaching videos, etc.) before the lesson, send them to the learning area of the "in-and-out-of-class integration" teaching management platform and send the information to students through course information or announcements. After receiving the message sent by the system, students can reasonably arrange the fragmented time to enter the learning area for pre-learning according to their schedules, and be familiar with the corresponding teaching knowledge points. In this process, teachers and students can interact in a multidimensional way through the communication area. In case of difficult problems, they can also consult teachers for help in real time. After in-class teaching (that is, offline teaching), students can also take advantage of the resources provided by the platform to carry out autonomous practice of technical points at any time.

#### V. CONCLUSION

Private colleges and universities' "in-and-out-of-class integration" teaching mode combines classroom teaching with extracurricular sports clubs, effectively expanding the time, space, content and form of physical education classroom teaching. Compared with traditional teaching models, "in-and-out-of-class integration" teaching mode has significant advantages in highlighting the student's subject status, enriching campus culture, enhancing the competitiveness of teachers and improving teaching results. At this stage, only by increasing the intensity and progress of teaching reform and continuously optimizing the "in-and-out-of-class integration" teaching operation mode, can the quality of physical education in colleges and universities be effectively improved and the new mission of physical education in colleges and universities in the new era be fulfilled.

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