

# Study of New Physical Education Classroom Teaching Reform under the Concept of OBE

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## Abstract

**This thesis aims to explore the application and reform of OBE concept in physical education classroom teaching. Through the introduction of the OBE concept and the analysis of the current situation of physical education classroom teaching, the ideas and methods of the new type of physical education classroom teaching reform based on the OBE concept are proposed. The results of the study show that the new type of physical education classroom teaching reform under the OBE concept can promote the development of students' comprehensive quality and personalized learning, and improve the teaching effect and students' learning motivation.**

## Keywords

**OBE; physical education classroom; teaching and learning; reforms.**

## 1. Introduction

### 1.1. Background and significance of the study

With the continuous development of educational concepts, the OBE (Outcome-Based Education) concept<sup>[1]</sup> is gradually applied in the field of education. The OBE concept emphasizes the cultivation of students' learning outcomes and abilities, and focuses on the active participation of students and the cultivation of their practical application ability. In the physical education classroom, the application of the OBE concept can promote the overall development of students and the enhancement of independent learning ability.

### 1.2. Purpose and methodology of the study

1.2.1 Purpose of the study: in view of the problems reflected in the traditional physical education classroom teaching mode, we need to reform and innovate, and explore a new type of physical education classroom teaching mode in order to improve students' learning effect and interest. The new type of physical education classroom teaching reform is carried out by combining the OBE concept.

1.2.2 Research methodology: this study used the example analysis method, mathematical and statistical method and literature method to carry out the research.

## 2. Overview of the OBE concept

In the new physical education classroom teaching reform, the OBE concept can guide teachers to change from traditional knowledge transfer to focusing on students' learning outcomes and ability development. <sup>[2]</sup>Teachers can guide students to actively participate in the learning process by setting clear learning objectives and assessment standards, and cultivate students' practical application ability through actual operation and practical activities.

In the physical education classroom, teachers can design a variety of practical activities, such as teamwork games and sports competitions, so that students can learn and apply their physical

education knowledge and skills in a practical way. At the same time, teachers can help students improve their physical education abilities by observing and evaluating their performance, providing timely feedback and guidance.

In addition, the new physical education classroom teaching reform under the OBE concept can also focus on the cultivation of students' independent learning ability. Teachers can encourage students to take the initiative to participate in the learning process and cultivate their learning interest and motivation. [3]At the same time, teachers can provide appropriate learning resources and learning support, guide students to independent learning and self-assessment, and cultivate their learning ability and learning methods.[4]

In conclusion, the new physical education classroom teaching reform under the OBE concept can promote the overall development of students and the enhancement of their independent learning ability. By setting clear learning objectives and assessment standards, it guides students to actively participate in the learning process and develops their practical application ability through actual operation and practical activities. At the same time, it focuses on the cultivation of students' independent learning ability, encourages students to actively participate in the learning process, and cultivates their interest and motivation in learning. Such a teaching reform will help improve the effectiveness of physical education classroom teaching and students' learning outcomes.

### **3. Analysis of the current state of teaching in the physical education classroom**

#### **3.1. Problems and Challenges of Teaching Traditional Physical Education in the Classroom**

3.1.1 Emphasizing results and neglecting the process: Traditional physical education classroom teaching often focuses on results, i.e., winning or losing a game, and neglects students' development and growth in the process. This result-oriented teaching approach may put pressure on students and reduce their interest and participation in PE.

3.1.2 Lack of individualized teaching: Traditional physical education classroom teaching usually adopts a collective teaching approach, ignoring individual differences and needs of students. This may lead to some students feeling uninterested or overwhelmed in physical education classes, affecting their learning outcomes.

3.1.3 Lack of comprehensive literacy training: Traditional physical education classroom teaching often focuses only on the cultivation of students' sports skills and physical fitness, neglecting the cultivation of other comprehensive literacy skills, such as teamwork, leadership and innovation. This may limit the overall development of students.

3.1.4 Lack of reflection and assessment mechanisms: Traditional physical education classroom teaching often lacks reflection and assessment mechanisms, so students are unable to keep abreast of their own learning progress and shortcomings, and are unable to make effective self-adjustment and improvement.

3.1.5 Lack of Interdisciplinary Integration: Traditional physical education classroom instruction is often taught relatively independently of other disciplines, and there is a lack of opportunities for interdisciplinary integration. This may limit students' understanding of the relevance and application of PE to other subjects.

#### **3.2. The current status of the application of OBE concepts in physical education classroom instruction**

3.2.1 Setting clear learning objectives: In the physical education classroom, teachers can set clear learning objectives, for example, to improve students' coordination and enhance their

physical fitness levels. These objectives should be measurable and assessable so that students and teachers can clearly understand the progress of learning.

**3.2.2 Emphasizing student participation and independent learning:** The OBE concept emphasizes students' active participation and independent learning. In the physical education classroom, teachers can encourage students to participate in a variety of physical activities and games so that they can experience and practice the skills they have learned. At the same time, teachers can provide appropriate guidance and support to help students learn and solve problems independently.

**3.2.3 Individualized Learning and Differentiated Teaching:** Each student has different learning abilities and interests, and teachers should carry out individualized learning and differentiated teaching according to students' individual differences. In the physical education classroom, teachers can arrange different activities and programs according to students' interests and abilities to meet the learning needs of different students.

**3.2.4 Providing timely feedback and assessment:** Under the OBE concept, timely feedback and assessment are crucial to student learning. In the physical education classroom, teachers can give students timely feedback and advice by observing, recording and assessing their performance. This can help students understand their strengths and weaknesses and adjust their learning strategies in time.

**3.2.5 Cultivating lifelong sports awareness:** The OBE concept emphasizes the cultivation of lifelong sports awareness among students, so that they can continue to participate in sports activities and maintain a healthy lifestyle even after leaving school. In the physical education classroom, teachers can help students develop a lifelong sports awareness by teaching health knowledge, cultivating interest in sports and providing social support.

## **4. A new type of physical education classroom teaching reform idea based on the concept of OBE**

### **4.1. Setting clear learning objectives**

The OBE philosophy emphasizes learning outcomes and results, so in the physical education classroom, teachers should set clear learning objectives so that students know exactly what level of skills and knowledge they need to achieve. This can be achieved by setting specific learning standards and assessment indicators.

### **4.2. Introduction of personalized learning**

The OBE philosophy encourages personalized learning, so in the physical education classroom, teachers can design personalized learning programs based on students' interests, abilities, and learning styles. This can be done by providing activities of varying levels of difficulty and challenge, allowing students to choose what and how they want to learn according to their abilities.

### **4.3. Emphasize practice and application**

The OBE philosophy focuses on the practical application of learning, so in the physical education classroom, teachers should focus on developing students' practical and motor skills. This can be achieved by organizing practical competitions, games and projects that allow students to apply the knowledge and skills they have learned to real-world situations.

### **4.4. Encouraging cooperation and teamwork**

The OBE concept emphasizes students' cooperation and teamwork skills, so in the physical education classroom, teachers can design some cooperative activities and projects to let

students work together in teams to solve problems and develop their teamwork and communication skills.

#### **4.5. Provide timely feedback and assessment**

The OBE concept emphasizes feedback and assessment of learning, so in the physical education classroom, teachers should give students timely feedback to help them understand their learning progress and areas for improvement. At the same time, teachers can also use a variety of assessment methods, such as observation, recording and self-assessment, to comprehensively assess students' learning outcomes.<sup>[5]</sup>

In summary, the new physical education classroom teaching reform ideas based on the OBE concept can help students better realize their learning goals, cultivate their practical ability, cooperation ability and independent learning ability, and improve the effect and quality of physical education classroom teaching.

### **5. Methods and strategies for implementing the reform of teaching in new types of physical education classrooms**

#### **5.1. Develop clear teaching and learning objectives**

When implementing new physical education classroom reforms, there is a need to first develop clear instructional objectives. These objectives should be measurable and assessable so that teachers and students know exactly what their learning goals are.

#### **5.2. Adoption of diversified teaching methods**

Traditional physical education classroom teaching is often teacher-centered, focusing on the teaching and training of skills. In the new physical education classroom teaching reform, however, diversified teaching methods should be used, including group cooperative learning, problem-solving learning, case study, etc., to stimulate students' interest and initiative in learning.

#### **5.3. Introduction of technical support**

In the new sports classroom teaching reform, technical support can be introduced, such as the use of smart devices and virtual reality technology, to enhance student participation and interactivity. These technologies can be used to simulate actual sports scenes, provide real-time feedback, and so on, in order to improve students' learning.

#### **5.4. Emphasis on integrated evaluations**

While traditional physical education classroom teaching tends to use examinations and tests as the main evaluation methods, comprehensive evaluation should be emphasized in the new physical education classroom teaching reform. This includes evaluating students' skill level, cooperation ability, innovation ability and other aspects in order to have a comprehensive understanding of students' learning.

#### **5.5. Encouraging personalized learning**

Each student has different interests, abilities and learning styles, so personalized learning should be encouraged in the new physical education classroom teaching reform. Teachers can provide personalized learning resources and support according to students' characteristics and needs in order to promote the overall development of each student.

#### **5.6. Building Partnerships**

New physical education classroom reforms require the active participation and support of all parties, including teachers, students, parents and the community. Therefore, it is very important to establish partnerships. Teachers can work with students' parents to develop

learning goals and programs; and with the community to provide more learning resources and opportunities.

## **6. Case studies and empirical research**

### **6.1. A case study of the implementation of physical education classroom reform in a secondary school**

In the classroom teaching of the fish leap forward roll, the teacher uses the grouping form: group a is the lower level group, group b is the higher level group. When reviewing the content of the previous lesson, the teacher asked the students in group b to watch the demonstration of the students in group a first. Subsequently, in the exercise, the students of group a were asked to watch the demonstration of the students of group b. Led by the leader of each group, they discussed and analyzed the techniques of the students of group a. Then they compared their own techniques, looked for their own technical problems, and finally improved the exercise and did a good job of protecting and helping. Then group b students were asked to practice innovatively on the basis of further improving their techniques. Through the practice, the enthusiasm of the learning time was improved, and the groups showed a strong sense of teamwork. It is worth noting that students in group a improved their technique very quickly, and several students were promoted to group a.

### **6.2. Case Studies**

6.2.1 The cooperative learning mode can fully embody the guiding ideology of "student development-oriented" in classroom teaching. Fully embodies the teacher can focus on the central idea of students, and better play and mobilize the enthusiasm of students to learn on their own, this method than the teacher simply explain, demonstrate, repeated practice of the teaching effect of a qualitative improvement.

6.2.2 Collaborative learning improves the neat and tidy classroom format of traditional teaching in the past and provides practical conditions for students to create collaborative learning.

6.2.3 Adopt the teaching mode of "think-try-conclude-practice", pay attention to inspiring students to discover problems and raise questions, encourage students to "think", "practice", "ask" and "try", and seek ways to solve problems. Students should be inspired to find problems and raise questions, and encouraged to "think", "practice", "ask", "try" and seek ways to solve problems by themselves. We encourage students to "think", "practice", "ask", "try", and seek ways to solve problems by themselves.

6.2.4 In cooperative learning, the individual student seeks outcomes that benefit not only himself but also the rest of the group. Cooperative endeavors engage students in a process of activity that pursues mutual benefit, with all sharing a common goal. In cooperative learning situations, the overall advantage is struck by co-developing learning, collaborating and complementing each other, and working together to improve, because in sports, many items must be accomplished through cooperative efforts. Students must have a sense of collaboration in order to accomplish a certain character or reach a certain goal. Meanwhile, in cooperative learning, students' self-control ability is also cultivated and improved.

6.2.5 In cooperative learning, group members need each member of the group to make progress in order to work together for the honor of the group, and this leads to good interpersonal relationships among group members. Group members help each other and affirm the value of each member in the group, so that poor students receive respect from other group members, which improves their self-esteem and helps to meet the need for respect among group members.

6.2.6 Cooperative learning focuses on giving students more autonomy, so that they can communicate with each other and learn collaboratively in a relaxed learning environment full of warmth and love. Learning activities satisfy students' demand for "fun" and mobilize their

interest and enthusiasm in learning. In such a good atmosphere of sports culture, a good atmosphere of equality and harmony among students is promoted.

## 7. Discussion and outlook

### 7.1. Problems and challenges

7.1.1 Assessment and Measurement: OBE emphasizes students' overall competencies and outcomes, but it remains a challenge to accurately assess and measure students' overall competencies. Traditional testing and grading methods may not fully reflect the true abilities of students.

7.1.2 Teacher role change: OBE requires teachers to change from traditional knowledge transmitters to instructors and guides of students. This requires teachers to have more teaching skills and competencies to adapt to the new teaching mode.

7.1.3 Students' independent learning ability: OBE encourages students' active participation in learning and independent learning, but there are differences in independent learning ability and learning interest among different students. It is a challenge to develop students' independent learning ability.

### 7.2. Directions and recommendations for future research

7.2.1 Application of technology: With the continuous development of technology, the future reform of physical education classroom teaching may make greater use of technological means, such as virtual reality and augmented reality, to provide richer learning experiences and teaching resources.

7.2.2 Interdisciplinary integration: Physical education classroom teaching will be more integrated with other disciplines to promote cross-learning between disciplines and the development of comprehensive skills.

7.2.3 Individualized teaching: The future of physical education classroom teaching is likely to focus more on the individual needs and interests of students, providing more flexible learning styles and content.

7.2.4 Social participation and practice: Physical education classroom teaching will pay more attention to the cultivation of students' social participation and practice ability, and cultivate students' sense of social responsibility and team spirit through community service and teamwork.

Overall, the new physical education classroom teaching reform under the OBE concept faces some challenges, but also has a broad development prospect, which will pay more attention to students' comprehensive ability cultivation and personalized teaching.

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