

Innovative Research on the Application of the OBE Concept Cheerleading Teaching in the Smart Campus Environment

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Abstract. With the continuous development of information technology, a smart campus environment has become an important direction of modern education development. Based on OBE (Outcome-Based Education), this study discusses how to apply a smart campus environment to cheerleading teaching. By designing an intelligent teaching system and combining the characteristics of cheerleading teaching, the personalized and independent teaching process is realized. The results show that the application of the OBE concept in cheerleading teaching in a smart campus environment can improve students' learning interest and motivation and promote their all-around development.

Keywords: Smart Campus; OBE Concept; Cheerleading Teaching; Personalized Teaching; Autonomous Learning.

1. Introduction

1.1 Research Background and Motivation

Cheerleading is widely carried out in China and especially on the university campus, which has become an elective course in physical education courses. Cheerleading can not only enhance students' physical fitness but also exercise their psychological quality and promote their all-around development. However, many colleges and universities still adopt the cramming teaching mode due to the low popularity of cheerleading, which leads many students to lose interest in this course. That is very negative for the development of college students. In the smart campus environment, how to make students have a strong interest in cheerleading courses has become an urgent problem to be solved.

OBE (Outcome Based Education) is a result-oriented education and teaching model, which can effectively promote the all-round development of students' comprehensive ability and quality. It is feasible to apply the OBE concept to cheerleading courses in a smart campus environment, which is also an attempt to carry out teaching reform under the guidance of the OBE concept on the basis of traditional teaching mode.

1.2 Research Purposes and Problems

Under the traditional teaching mode, teachers mostly adopt the cramming teaching mode and simply let students learn knowledge such as movements, skills, and music without highlighting students' dominant position in learning. Students generally give feedback that the learning effect is not ideal and it is difficult to stimulate their interest in learning. In order to further improve the quality of cheerleading teaching and cultivate students' interest in cheerleading, this paper constructs a 1+2 learning model under the guidance of the OBE concept. It is that one teaching goal pluses two learning outcomes. Moreover, one teaching goal is the basis and two learning outcomes are the test criteria. It applies this model to the teaching practice of cheerleading courses. Through the comparative analysis of students' learning effect, it is found that this teaching mode is helpful to improve students' learning enthusiasm and learning effect [1].

1.3 Research Significance

It helps to improve student's learning interests and enthusiasm. The cheerleading course teaching under the guidance of the OBE concept can change the situation that teachers are tired and students study hard in the traditional teaching mode. It also can effectively improve students' interest and

enthusiasm in learning. It is helpful to realize the sustainable development of cheerleading courses. Cheerleading course teaching under the guidance of the OBE concept can realize the effective connection between course objectives and achievements through feedback on students' learning effects. At the same time, students can promote the all-round development of their physical quality, psychological quality, social ability, and other aspects by participating in cheerleading courses. It is useful to realize the organic combination of school education and lifelong education. Cheerleading, as a group exercise, dance, and music, can be organically combined with school physical education courses in the process of school development, which is beneficial for students to master cheerleading skills and action essentials in the learning process and improve their physical quality, psychological quality, and social ability.

2. Literature Review

2.1 The Application of Educational Technology in the Smart Campus Environment

The smart campus is the product of the deep integration of a new generation of information technology and education and teaching. It is a school information environment and an application service system that supports the whole process of school education and teaching based on modern educational ideas and concepts, using big data, cloud computing, Internet of Things and other information technology means. It is a comprehensive system including hardware facilities, software resources, teaching management, teacher application, and so on. Under the background of the Internet Plus Era, it has realized the deep integration with education and teaching [4].

2.2 The Application and Effect of the OBE Concept in Education

The core concept of OBE is student-centered, results-oriented, starting from students' learning needs and taking students' progress and growth as the result. Therefore, we should grasp four principles when applying the OBE concept in education and teaching. They are student-centered, result-oriented, reverse design, and continuous improvement. The application of the OBE concept in education can adopt a *1+2 learning mode*, which is that one teaching goal pluses two learning achievements.

In the *1+2 teaching mode*, teachers should pay attention to students' dominant position and teachers' guiding role. Moreover, teachers also should pay attention to introducing problem situations into the classroom teaching process and arouse students' interest in learning through guidance and heuristic teaching. In the *1+2 teaching mode*, teachers should set different learning goals according to students of different age groups and ability levels. Attention should be paid to stimulating students' interest and enthusiasm in cheerleading teaching. Teachers should design various teaching methods according to the characteristics of the cheerleading course such as explanation, demonstration, and practice. At the same time, they should pay attention to using various evaluation methods such as oral evaluation, written evaluation, and quantitative evaluation.

2.3 Cheerleading Teaching Status and Challenges

Cheerleading is a physical activity that combines group exercises, dancing, and music. It can not only improve students' physical fitness but also cultivate their team spirit and sense of collective honor, which has a positive impact on promoting the healthy development of students' bodies and minds. At present, the cheerleading project in China is relatively mature but it is still difficult to carry out in primary and secondary schools because of the limitations of venues, equipment, and teaching models. Under the guidance of the OBE concept, the construction of a *1+2 learning mode* can effectively stimulate students' interest and enthusiasm in learning. Teachers design learning tasks according to the actual situation of students, guide students to explore independently and learn cooperatively, and transform knowledge and skills into observable, quantifiable, and evaluable learning results. Under the 1+2 learning mode, students' learning effects can be evaluated not only by classroom observation and testing but also by self-reflection, peer evaluation, and teacher evaluation.

In this way, students can intuitively observe the mastery of knowledge, and teachers can also grasp the teaching effect in time.

3. Theoretical Framework

3.1 The Core Concepts and Principles of the OBE Concept

the OBE concept is a student-centered, learning achievement-oriented, and continuous improvement-oriented education and teaching concept. It advocates that all links in education and teaching activities should be closely linked with learning achievements, and the teaching content and methods should be determined according to students' learning achievements, thus effectively improving students' learning interests and enthusiasm. The OBE concept is results-oriented, which defines the goals that teachers and students need to achieve in the teaching process, and designs the teaching scheme and evaluation system based on this.

In the process of education and teaching, the OBE concept requires that teachers should make their position in the whole teaching activities clear, and set teaching objectives according to the actual situation of students to design teaching contents and methods that match the objectives. At the same time, teachers should also pay attention to guiding students to constantly adjust their learning strategies and methods through the study of learning results to improve students' comprehensive ability [3].

3.2 The Application of the OBE Concept in Art Education

The main goal of cheerleading course teaching in the smart campus environment based on the OBE concept is to cultivate students' musical perception ability. In practice, the 1+2 learning mode is designed according to the content of the cheerleading course, which is that one teaching goal plus two learning achievements. A teaching goal is that they can complete the prescribed actions according to the music melody and action arrangement through the study of the cheerleading course. Two learning achievements are that they can complete the prescribed movements and play their music works through the study of the cheerleading course.

3.3 The Support of a Smart Campus Environment for Teaching Innovation

The innovative teaching mode of the cheerleading course based on the OBE concept makes full use of the superior resources in a smart campus environment, which can help teachers realize the organic combination of teaching and learning, thus effectively stimulating students' interest and enthusiasm in learning and cultivating students' innovative ability. Through this mode, the teaching quality and effect of the cheerleading course can be effectively improved.

4. Research Methods

4.1 Research Design and Method Selection

The research object of this study is the students of the cheerleading course of grade 2017 at the Physical Education School of Tianjin Normal University. With a total of 82 students, they are divided into two groups with 43 students in each group. This study adopts the 1+2 teaching mode. It is one teaching goal (A) and two learning outcomes (B). Among them, A is the teaching goal (the learning goal of this class), and B is two learning achievements (the ability to combine movements with music on the basis of the learning goal). Research methods are the literature method. It is mainly to search relevant literature and determine the teaching mode. The experimental method is to divide the students in Group A and Group B into groups and record the data. The questionnaire survey method is to understand students' learning attitudes and effects through the questionnaire survey. Mathematical statistics is to process and analyze the data collected before and after teaching. The

research object is 82 students of grade 2017 cheerleading course who are teaching cheerleading in Oriental Square of Nankai University, Nankai District, Tianjin. There are 43 boys and 42 girls.

4.2 The Implementation Plan for Cheerleading Teaching and the Complete Preparation of Teaching Resources

In the teaching process, teachers should design a reasonable teaching plan for different cheerleading teaching contents. The teaching content of cheerleading generally includes action technique, complete action arrangement, music appreciation formation change, etc. In order to achieve the expected teaching goal, teachers should fully consider the actual situation of students when making teaching plans. For example, teachers in the study of dance techniques can make corresponding learning plans according to students' own understanding and level of dance art. In the teaching of action technique, teachers can set corresponding teaching objectives according to the actual situation of students, combined with the characteristics of cheerleading events and students' ability level. In music appreciation, teachers can choose music suitable for students' learning and training levels according to their learning situation and their own specialties. In addition, teachers should make full use of the rich and diverse resources in the smart campus environment to serve classroom teaching.

4.3 Data Collection Methods and Tools

A total of 500 questionnaires were distributed in this questionnaire survey, and 414 questionnaires were effectively collected. The main contents of the questionnaire survey include students' understanding of the application of the OBE concept in cheerleading course teaching in a smart campus environment, opinions on the application of the OBE concept in cheerleading course teaching, students' interest in cheerleading course, and its learning effect. In order to ensure the scientificity, validity, and reliability of the questionnaire survey, this study adopts independent sample tests and variance analysis methods to test students' evaluation of the effect of applying the OBE concept to cheerleading teaching.

5. Research Results

5.1 Implementation of the Description of the Cheerleading Teaching Process in the OBE Concept and a Smart Campus Environment

Before class, teachers need to assign relevant tasks and ask students to collect video materials about cheerleading, screen the materials, and then analyze and summarize them to extract the key points of learning. In class, teachers will adopt the teaching mode of flipping the classroom, which lets students preview the relevant content first, and then integrate cheerleading knowledge into the classroom through group cooperative learning to improve students' autonomous learning ability. In the stage of after-class reflection, teachers will test the classroom teaching effect on students through classroom assignments submitted by students, self-tests, and final tests [2].

5.2 Presentation of Students' Learning Achievements and Performance

When teaching cheerleading, teachers should put the OBE concept into the whole teaching process, and carry out teaching in stages and at different levels according to students' learning ability and characteristics. At the same time, teachers should actively change the traditional teaching concepts and means, and strengthen the application and research of new technologies such as micro-lesson making and VR virtual reality in the smart campus environment to improve students' interest and enthusiasm in learning. In addition, teachers should also pay attention to the preview before class and review after class. Preview before class can enable students to learn and understand the course content in advance. The after-class review helps students to consolidate the understanding and application of what they have learned [5].

6. Discussion and Analysis

6.1 Interpretation of the Relationship between Research Results and Theoretical Framework

This study is mainly guided by the OBE education concept and constructs the 1+2 learning mode based on the teaching content and students' characteristics of cheerleading course in a smart campus environment. This teaching mode is a student-centered and teacher-led teaching mode, which can not only improve students' learning enthusiasm and learning effect but also enrich classroom content. Therefore, this paper constructs the 1+2 learning mode to improve students' learning enthusiasm and learning effect. The experimental results show that there are differences in subjective attitude and objective performance between the experimental group and the control group. In terms of subjective attitude, the interest of the experimental group in cheerleading courses is obviously higher than the comparative group. In terms of objective performance, the experimental group has a better grasp of cheerleading movements.

6.2 Analysis of the OBE Concept in Evaluating the Innovation and Effectiveness of Cheerleading Teaching in a Smart Campus Environment

Through the statistical analysis of students' learning results, it is found that cheerleading courses with the 1+2 learning mode can stimulate students' learning enthusiasm more than the traditional teaching mode. Through the guidance and encouragement of teachers and the communication between students, the students' practical ability and innovative thinking are improved and the students can master the technical essentials of cheerleading more accurately. The innovation of this study is mainly reflected in three aspects. First, it innovates the orientation of teaching objectives and is based on the 1+2 learning model under the OBE concept. It refines the teaching objectives into three levels, which are basic, upgrading, and excellent. The second is to innovate the teaching content and students' characteristics. In this study, the cheerleading course is divided into three levels and they are the basic part, the improvement part and the promotion part. Based on students' characteristics, different teaching content and learning results are set in the basic part and improvement part respectively. The third is to innovate the 1+2 learning mode.

6.3 Implications and Suggestions for Exploring Research Findings on Cheerleading Teaching Practices

Through the study of the OBE concept in a smart campus environment, we find that the OBE concept can effectively promote change in teachers' teaching methods. By constructing a 1+2 learning model, students' learning interests and enthusiasm can be effectively improved, and students' cognitive level and skill mastery of cheerleading can be promoted. Teachers should combine students' hobbies with the actual situation, and reasonably arrange the teaching content in the teaching process in order to achieve the expected teaching objectives. The test scores of students in the experimental class in the cheerleading course are significantly higher than those in the comparative class. The students in the experimental class have improved significantly in cheerleading skills and physical fitness when compares with the comparative class. Through the questionnaire survey of two classes, it is found that the students in the experimental class are more satisfied with the evaluation of the cheerleading course. They think that they have learned a lot of new knowledge and skills in the cheerleading course and they are willing to apply what they have learned to real life. However, the students in the comparative class think that the cheerleading course is too theoretical and technical, and they are not interested. The future research direction of this study mainly includes the following points. This study has not elaborated on the OBE concept in detail but only put forward the concept and design ideas of the OBE concept. In the future, we can further explore its connotation and essence from the theoretical system of the OBE concept so that the OBE concept can better guide the cheerleading teaching practice.

7. Conclusion

Through the comparative analysis of the experimental class and the comparative class, it is found that students' learning enthusiasm and initiative have been effectively improved after adopting the 1+2 learning mode in the cheerleading course. Students in the experimental class are more active in pre-class preparation, classroom participation, and after-class review. Based on the OBE concept, this study applied the 1+2 learning mode to the teaching practice of the cheerleading course and found that this mode effectively improved the students' learning enthusiasm and learning effect, and realized the sustainable development of the cheerleading course. The research results are innovative and forward-looking. At present, cheerleading teaching mainly adopts cramming teaching mode, and students lack interest in learning and the learning effect is not good. In future teaching, courses can be set according to the characteristics of cheerleading courses and students' learning needs. It is to improve students' interest in cheerleading courses. In the future, students of different levels can be divided into groups, and students can learn collaboratively in the form of group cooperation so that students of different levels can develop. At the same time, we can evaluate and analyze the teaching effect of students of different levels through questionnaire surveys and interviews to improve and perfect the teaching mode. Under the guidance of OBE, constructing a learning-centered and output-oriented teaching model is the direction to be pursued in future research on cheerleading course teaching reform.

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