

Exploring the hybrid teaching and learning in tennis classroom

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Abstract: Based on the development of information age, micro-course teaching has been commonly carried out in colleges and universities. Tennis class is a popular course among students in colleges and universities, with a high degree of attention. In order to better develop the teaching quality of this course, we have build an online and offline hybrid teaching mode of "Internet+teaching" based on the UMC online teaching platform. Taking the tennis class of Zhejiang Yuexiu University as an example and combining the current situation of tennis teaching in our school, this paper specifically elaborates the classroom teaching settings and its process in three parts: before, during and after the hybrid course. It makes an organic integration of online teaching and offline classroom to complete the teaching tasks, and takes the specific teaching design as a case to create a tennis classroom teaching mode, integrating practicality, flexibility and interest to effectively improve students' learning ability of tennis.

Key words: tennis; online and offline hybrid teaching; teaching design

1 Introduction

1.1 Background of the study

The deep integration of information technology into education teaching has become the mainstream of contemporary information technology teaching. Actively exploring online and offline hybrid teaching mode, giving full play to students' learning enthusiasm, creating a classroom that meets students' needs and school training goals, and effectively using online learning and offline classroom teaching to create a classroom teaching paradigm of independent learning before class, collaborative communication during class, and exploration and application after class are the new requirements put forward by the hybrid teaching reform for every teacher.

1.2 Significance of the study

Through two rounds of online and offline hybrid teaching experience, the author explores the different classroom teaching modes and teaching effects of traditional mode and "Internet+" hybrid teaching mode tennis classes, and summarizes and reflects on them to provide a reliable example reference for the hybrid teaching reform of tennis.

2 Research team

At present, there are two teachers with master's degree who have good research and teaching ability and 4 complete tennis teaching grounds in the old campus. The teachers have carried out the construction of tennis courses on the online UMC platform, and made some micro-lessons by themselves. They participated in the micro-lesson competition organized

by the university, and won the second prize in the university micro-lesson competition.

3 Research objectives

3.1 Analysis of the course

Tennis is an elective course in the public physical education curriculum of our university, and is taught to the sophomore students, which is a compulsory public course. The purpose of the course is to enable students to master tennis skills, take tennis as the main means of future exercise, and develop a sense of lifelong physical exercise.

3.2 Research objects

(1) Teachers' teaching concept. It aims to improve teachers' business ability of curriculum construction, and build a realistic and pragmatic teaching and reform team.

(2) Teaching methods and means. It aims to identify how teachers use online resources for effective teaching, improve students' learning efficiency, and give full play to the advantages of online teaching.

(3) Course assessment and evaluation mechanism. Physical education courses should pay full attention to the learning process of students, change the previous high or low physical quality of students as the main content of the final evaluation, and comprehensively evaluate students' learning ability and knowledge acquisition ability.

(4) Construction of teaching effect evaluation mechanism. Regular questionnaire survey of teaching effect between teachers and students is conducted to achieve timely feedback on teaching problems and develop classroom reverse design with OBE teaching concept. In this way, it can eliminate bird course, and evaluate the effect with data feedback of overall improvement of students' physical quality.

In order to solve the above problems and construct a more effective classroom teaching mode, we intend to carry out the reform of online and offline hybrid teaching mode of tennis with the help of online course platform of Zhejiang Yuexiu University, which is in accordance with the objectives of our tennis course. Through flipped teaching mode, we set up a tiered and graded teaching method and create a classroom teaching mode integrating practicality, flexibility and interest so as to improve classroom efficiency and effectively improve students' physical fitness and tennis skills in a short period of time. The reform will improve students' physical quality and ability to master tennis techniques.

4 Research content

4.1 Establishing teaching objectives

Through the study of this course, students need to master 3 basic teaching objectives.

(1) Knowledge goal: Yuexiu University is an undergraduate institution based on foreign language, so the online tennis teaching course is based on the foreign language environment of the school. The online English teaching courseware is produced to make students master the basic skills and knowledge of tennis while cultivating students' practical ability to apply English in the field of sports and tennis, so as to fully practice the teaching orientation of foreign language and application-oriented general colleges and universities.

(2) Ability goal: The school aims to cultivate application-oriented talents with high ideological quality, high professional level, strong intercultural communication ability, strong practical innovation ability, international vision and Chinese sentiment, and can directly participate in international cooperation and competition. The online tennis course teaching makes use of the online platform to create high-quality learning resources and cultivate students' ability of independent learning and exploration progress so as to help students establish the spirit of patriotism, solidarity, cooperation, hard work and sportsmanship.

(3) Quality objectives: Improving the physical quality of the whole population is a long-term national policy, and the cultivation of lifelong physical health awareness during the student period is of great significance for future graduation and

adaptation to society. Therefore, we should strengthen our physique and lay a good physical foundation for the future socialist construction so as to fulfill our mission of cultivating high-quality global citizens [1].

4.2 On-line and off-line teaching mode construction

4.2.1 Pre-class stage: based on online teaching platform, independent learning exploration

Students can check the learning task package online through the computer terminal or cell phone APP before class and learn online resources according to teacher's layout. They can make full use of fragment time to browse videos, choose their own learning time, place and duration at will, and can also ask questions in the forum. Through students' learning feedback and discussion contents, teachers can organize and summarize the easy and difficult points in students' learning process, and carry out effective teaching design around teaching objectives and teaching priorities.

4.2.2 In-class stage: taking classroom teaching process as the core, conducting in-depth communication to enhance cognition

The flipped classroom learning before class enables students to master the relevant basic knowledge and have a preliminary understanding of tennis. In the offline classroom, teachers need to further explain and practice to students to solve the important and difficult teaching points and complete the teaching tasks. First, teachers need to summarize the difficult points in the flipped classroom and conduct homework reviews. In the process of classroom explanation, the basic block focuses on the key points, the improvement block focuses on the difficult points, and students are encouraged to collaborate and communicate in the classroom to complete the internalization of knowledge. Next, new tasks are assigned to reinforce training exercises and help students perfect their techniques and movements. Teachers should pay attention to students' problems in training, collect problems, adjust and improve the teaching design in time [2].

4.2.3 Post-class period: supplemented by extra-curricular practice platform for thinking and exploring, practicing and applying

Teachers assign training tasks, require students to quantitatively complete training tasks to enhance their autonomous learning ability, and organize seminars where students express their opinions on the discussion topics for exchange and exploration. The main questions are designed according to the content and key points of teaching, and the teacher regularly answers various questions from students, making appropriate answers around students' differences in physical and learning abilities. The teacher arranges students to conduct classroom reflection reports and independent practice assignments, and students shoot independent practice videos and upload them to the discussion forum platform for demonstration, exchange and re-exploration.

4.3 Teaching case design

The basic rules for tennis [3].

4.3.1 Teaching objectives

Knowledge objective: to master the basic rules of tennis skillfully.

Ability goal: learn to use the basic rules of tennis to carry out basic tennis communication matches.

Emotional goal: to enhance students' interest and hobby in tennis, and cultivate students' awareness of lifelong exercise in tennis.

4.3.2 Analysis of teaching objects

There are 80 sophomore students in total, divided into two parallel classes, with 40 students in each class. Because this is an optional course, students choose this course based on their sports interests, which means that they have considerable enthusiasm and interest in tennis.

4.3.3 Teaching and learning priorities

Learn the scoring rules of tennis; learn to understand and apply the rules of tennis to teach the game.

4.3.4 Teaching methods and strategies

The teaching process is task-oriented to achieve classroom flipped teaching. Students are required to complete two tasks:

(1) understanding the three scoring rules for the set score of tennis.

(2) understanding the rules of tennis matches.

4.3.5 Teaching process

(1) Pre-class tasks and preparation

The teacher released a pre-class learning task to watch and learn 3 videos produced by the teacher--"The Scoring Rules of Tennis", "Tennis Match Rules", and "How to Read a Tennis Match" to help students initially build the awareness of tennis rules.

(2) Classroom teaching design

① The teacher organizes two students who are proficient in tennis skills to play a simulated tennis singles match.

② The teacher asks how many sets there are in a tennis match, how many points a set has and takes 12 students to explain their answers, and organizes students to discuss and express their opinions.

③ According to the students' self-study acquired in advance, the teacher randomly selects a number of students to act as umpires.

The teacher summarizes the rules of the game, and organizes students to conduct practical analysis of side selection, courts exchange, points set, lead and other situations in the game to help students understand the rules in depth.

④ The teacher carries out teaching competition practice in groups according to students' tennis skill level, so that students can carry out the competition independently according to the rules and understand the rules themselves in the competition.

(3) Post-class assignment design

Combining the scoring rules and competition rules learned in tennis matches, the teacher intercepts relevant tennis match videos on the network, and invites students to dub and explain the game.

4.4 Teaching assessment methods

In order to better stimulate students' initiative and effectiveness in autonomous learning, this course adopts a diversified dynamic course evaluation system combining online and offline assessment, and process evaluation and summative evaluation.

Total evaluation grade = online grade × 20% + offline grade × 10% + final grade × 70%.

Table 1. Course evaluation system

Serial number	Assessment method	Detailed description of the assessment	Percentage (%)
1	Classroom performance	10 aerobic runs online, about 20 km and 1 minute each time	10
2	Homework assignment	(1) Complete 5 online assignments on time, with a percentage discount for each assignment and adding it to the final average score. (2) Late submission of assignments is not allowed, no exceptions.	20

		(3) Students have one week to give feedback to the instructor if they hand in homework but do not get a grade.	
3	Final exam	Duration of the examination: 90 minutes. Examination form: open book examination. Examination questions: body side (40 points); standing long jump (10 points); sit-ups/pull-ups (10 points); 50 meters (10 points), 800/1000 meters (10 points), tennis forehand stroke technique (30 points), 20 shots against the wall (one 1.5 points) (boys), 10 shots in the court (one 2 points) (girls). Examination time and place: check the specific schedule of the examination week courses.	70
4	Others	(1) Teachers will take attendance in each class, and 4 points will be deducted for each absence until the end of the class. (2) No points will be deducted for absences taken in advance due to legitimate reasons. (3) Each time a student takes a leave of absence, the class performance points are counted at 50% by making up for homework.	

5 Conclusion

Hybrid teaching repositioned the roles of teachers and students in the classroom. Teachers are no longer the dominant players in classes, but fully respect the learning personalities of different students. Of course, there are still some problems in the current application of hybrid teaching mode. For example, when using micro-video teaching, students may have certain questions while watching the micro-lesson. If the teacher does not answer the questions in a timely manner, or simply play the micro-lessons, it will not only be detrimental to the students' grasp of technical points, but also affect their enthusiasm for learning. For example, in the explanation of "hitting action", the teacher should actively communicate with the students after using the micro-lesson to show them the ball-holding action, and further explain to them the different rotations and aggressiveness of tennis with different grips in combination with the content of the video so as to maintain students' enthusiasm and further improve the teaching effect.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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