

---

# Research on the application of O2O teaching mode in college martial arts courses

Shuisheng Li

Sports department of northwest agriculture and Forestry University, Yangling, Shaanxi, China

---

## Abstract

The Chinese wushu has a distinct sports thought and rich body language, is enjoyed by the general college students, the traditional mode of teaching of students in universities teaching effect is obvious, for effective martial arts teaching has become the martial arts educators thinking problem, using the mobile Internet all the existing resources and technology, with the organic integration of teaching content, the formation of online and offline education teaching mode combining the - o2o model, to promote the interaction between teachers and students, to strengthen the students' autonomous learning, interactive learning and collaborative learning.

## Keywords

College martial arts courses, O2O teaching.

---

## 1. Introduction

Education informatization has been placed in a very important position in China. In recent years, the need for education informatization in universities has become more urgent, calling for the reform of classroom teaching mode in universities. "O2O teaching mode" is a teaching mode integrating online and offline teaching, focusing on learning interactive experience teaching mode, utilizing computer information network technology and network media to motivate students to learn independently, and relying on online MOOC platform to conduct highly integrated teaching mode of online learning and offline face-to-face classroom learning. The "O2O teaching mode" is characterized by openness, interactivity, individualization, convenience and generation, which is conducive to changing students' learning mode and teachers' teaching mode, realizing resource sharing and improving teaching quality. QQ and WeChat have penetrated into every aspect of students' life, which is a new way and new means for students to accept information and interpersonal relationship. By integrating network education into students' learning, it makes learning resource sharing and cooperative learning convenient and fast, and greatly improves learning efficiency.

## 2. Research objects and methods

### 2.1 Subjects

The experimental group consisted of 30 students in class 1, aquatic science major, grade 2016, academy of agriculture and forestry science and technology, northwest China university of agriculture and forestry, and 29 students in class 2, animal medicine, grade 2016, and the experimental class was "42-style taiji sword".

## 2.2 Research methods

### 2.2.1 Essay law

This research method mainly sorts out, summarizes and sublimates relevant research materials about "O2O teaching mode" in the application of martial arts courses in common colleges and universities. Through the study of "martial arts classes", "O2O teaching mode", "online courses", Keywords such as "college martial arts teaching effect" are searched in "library and school knowledge network system", relevant research achievements in recent years are consulted, contents and methods that can guide this paper are used for reference, and the basis of this research concept and theory is expounded.

### 2.2.2 Questions

Questionnaire survey on students' learning effect and sense of identity of O2O wushu teaching mode in colleges and universities was conducted, and Likert scale was adopted to evaluate factors including learning effect, learning interest, teaching satisfaction, novelty of teaching mode, knowledge development and teacher-student interaction. Each measurement using digital expression "response options for respectively to 5, 4, 3, 2, 1, respectively, to" strongly agree ", "agree", "not necessarily" and "disagree" and "strongly disagree", said one completely disagree with, "O2O" teaching mode in college martial arts class model construction to provide reference data, the application of the data using Microsoft should use EXCEL2013 software software for data processing and analysis, statistical work.

### 2.2.3 Observation

Through random experimental classes and contrast the five students in attendance tracking, active participation, joint degree, error rate and so on, using the scale, and video recordings to assist in the observation. Primary data were obtained by continuous observation of the experimental group and the control group

## 3. Construction of 3d circular teaching mode

The 3d teaching mode of O2O includes: traditional class face-to-face teaching, resource sharing platform, QQ and WeChat communication and interaction.

The three interact and use different time and space to form the combination of online and offline teaching. Main behaviors on the resource-sharing platform: relying on the self-built teaching platform of northwest agriculture and forestry university, taijiquan teaching content and teaching will be published in advance, and relevant video links will be added; 2. Make micro video according to the teaching progress and requirements every week. Video content includes teachers' quick and slow action demonstration, students' demonstration and error correction, etc.

In the face-to-face teaching, teachers combine students' own conditions, acceptance level and other factors to divide students into groups, and use separate and integral demonstration, fast movement demonstration and slow movement demonstration to conduct the teaching in different levels. Individual and collective learning are combined to stimulate students' desire to learn tai chi sword. Group as a unit, mutual inspection, mutual grading, and other methods to create a learning atmosphere, and each group leader to timely summarize and report the learning situation of the group members, the teacher gave guidance, the whole class live but not chaotic, for each group learning representative, the teacher left video data in time.

QQ and WeChat have exchanges and interactions, which are divided into sharing and discussion areas on the platform. Teachers share classes and initiate discussions by uploading class video. Teachers control the interaction in real time, listen to evaluation and feedback from different angles, and dig resources from the students to serve the teaching. Secondly, students are required to upload relevant materials and tasks to the communication platform independently.

## 4. Result analysis

### 4.1 Teaching satisfaction and initiative analysis

It can be seen from table 1 that the experimental group is interested in learning; Teacher-student interaction; Recognition of teaching model; Forgotten degrees after class four compared with the control group had significant difference ( $P < 0.05$ ), the online and offline interactive teaching pattern is starting to get the favour of a large number of students, in accordance with the students for their own interest, have a clear knowledge reserves and expand, especially the recognition of teaching mode, and the interaction between teachers and students to stimulate the learning enthusiasm of students, prompting them to have a passive form in physical classroom active in listening to lectures, so as to improve the learning efficiency.

### 4.2 Feedback analysis of students in class

Attendance and active participation, action and docking degree, error rate, random experimental classes and contrast the five students in tracking records, data show that the experimental group students in the teaching mode of the evaluation are higher than the control group, O2O three-dimensional teaching mode made up for the shortcomings of traditional force-feeding teaching pattern in colleges and universities, on the space closer emotional communication between teachers and students, in time to solve teachers face the lack of personalized education and traditional education.

## 5. Conclusion

O2O martial arts teaching mode make students broke through the traditional teaching of the single, heavy infusion light, light heavy teaching method, make the teaching diversity, flexibility, make full use of the Internet and mobile phones of a variety of functions, for martial arts college students in the learning effect of space and time in order to convenient, flexible learning time, select learning resources, do not need to worry about whether to affect the learning processes of others, as well as differential treatment in education embodies personalized feedback, formed by the interaction of offline to online and offline, to promote the interaction mechanism of the teachers and students and students, improve the university students into the feeling,

## References

- [1] jing jing. application principles of "O2O teaching model" in the teaching of college computer major [J]. Computer education, February 10, 2016.
- [2] wei yuchen. Discussion on O2O teaching management in the era of Internet + [J]. Education informatization 1673-8454 (2016) 15-0046-03.
- [3] li yuqian. application of O2O teaching mode [J]. Education frontier 2095-9214 (2016) 09-0288-01
- [5] han shu-jen. TPACK's concept of O2O micro-class classroom teaching model construction [G]. XDMS Vol.26 no.12 2016.
- [6] li zhongmei. university's O2O teaching li model practice and advantages of "three-hall interaction" [J]. Higher education 2095-6401(2017)03-0071-02.