



# Exploration of O2O Hybrid Training Mode for Pure Physical Education Instructors based on OBE Concept

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**Abstract.** This article adopts research methods such as literature review, questionnaire survey, and expert interviews to explore the O2O hybrid training model for pure sports education instructors based on the OBE concept from four aspects: clarifying training objectives, innovating training processes, emphasizing training evaluation, and strengthening continuous improvement. The aim is to improve the quality of pure sports education instructor training, enhance their professional knowledge, teaching ability, and professional level, Promote the high-quality development of anti doping education.

**Keywords:** OBE concept; Lecturer of pure physical education; O2O hybrid training mode

## 1 Research Objective

Pure physical education instructors play an important role in imparting anti doping knowledge, and their quality, ability, and level play a decisive role in the quality and effectiveness of anti doping education. Currently, the training mode for pure physical education instructors is relatively traditional and single, and the results are not satisfactory. This article aims to explore the construction of an O2O hybrid training model for pure sports education instructors based on the OBE concept, in order to enhance the professional knowledge, teaching ability, and professional level of pure sports education instructors, build a strong and highly professional team of pure sports education instructors, and promote the high-quality development of anti doping education.

## 2 Research Methods

### 2.1. Literature review method

Through the library, China National Knowledge Infrastructure (CNKI), and other sources of literature related to OBE concepts and O2O blended learning, comparative analysis and research on literature from multiple disciplines and perspectives are conducted to grasp domestic and foreign research trends, draw on existing research results and experience, and provide a framework and method for this article.

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## **2.2. Expert interview method**

Interview experts from the education, sports, and training sectors in China, listen to their views and suggestions on O2O blended training, and provide direct theoretical guidance for this article.

## **2.3. Questionnaire survey method**

Conduct a questionnaire survey on pure physical education instructors participating in O2O mixed training to understand their training and learning effects, and provide a basis for this article.

# **3 Research results**

The OBE concept, also known as Outcome-Based Education, is a result oriented educational philosophy that emphasizes the transformation from a subject oriented, teacher centered, and quality monitoring approach to a goal oriented, student-centered, and continuous improvement approach. Exploring the O2O hybrid training model for pure physical education instructors based on the OBE concept from four aspects:

## **3.1 Clear training objectives**

The core of OBE philosophy is result oriented, and the learning outcomes that pure physical education instructors should achieve include:

3.1.1 Solid professional knowledge in anti doping. The professional knowledge that pure physical education instructors should master in anti doping includes the definition, types, hazards, inspection methods and procedures, types and judgments of violations, the development history of anti doping at home and abroad, and how to avoid doping problems.

3.1.2 Good communication skills. The communication skills that pure physical education instructors should possess include language ability, emotional ability, attitude ability, behavioral ability, etc. Language ability is the foundation, including expression ability, listening ability, and vocabulary accumulation. Emotional ability refers to our ability to process and express emotions, including self-awareness, awareness of others, and emotional management. Among them, as a pure physical education instructor, emotional management skills are particularly needed. During the training process, one should be able to manage their emotions and avoid emotional loss or overreaction. Attitude ability refers to our attitude and values towards people and things, including respect for others, self-confidence, empathy, etc. Behavioral ability refers to our nonverbal communication skills, including body language, interactive skills, media literacy, etc. Among them, interactive skills are particularly important

for pure physical education instructors, such as asking questions, guiding, responding, etc., to promote communication and cooperation during the training process.

3.1.3 Strong classroom control ability. The classroom control abilities that pure physical education instructors should possess include lesson preparation ability, classroom organization and management ability, classroom timely feedback ability, and information technology teaching ability. Firstly, lesson preparation ability is the foundation. High quality teaching and training come from professional and high-quality lesson preparation. Professional lesson preparation requires the establishment of a goal oriented, student-centered, and continuous improvement OBE concept. It is also necessary to master training goal description techniques, training material analysis techniques, and learning situation analysis techniques, and practice them in the long term under the guidance of professional spirit. Secondly, classroom organization and management ability is crucial, which refers to teachers fully utilizing their management abilities in teaching, coordinating the relationships between teachers and students, and between students, mobilizing students' learning enthusiasm, and optimizing the classroom teaching environment. Promote the transformation of negative factors into positive factors in classroom situations. So as to ensure the organic unity of teaching and the skills and skills for teachers and students to jointly complete teaching tasks. The improvement of classroom organization and management capabilities should mainly be carried out from three aspects: coordinating communication and interaction between teachers and students, organizing cooperation and interaction between students, and optimizing the classroom teaching environment. Again, the ability to provide timely feedback in the classroom is a guarantee. The ability to provide timely feedback in the classroom refers to the ability of training instructors to quickly and timely analyze, compare, comprehensively judge, reason, and reflect various information in the classroom. Unexpected situations often arise in training classrooms. If feedback on information from students and the environment is not provided for a long time, the training classroom cannot be well controlled, making it difficult to complete training and learning tasks. Finally, the ability of information technology teaching is a support. Information technology teaching ability refers to the ability of teachers to use educational technology as a means of teaching under the guidance of modern teaching theories, supported by information technology. Information technology teaching can better present teaching content, stimulate students' learning enthusiasm, improve teaching efficiency, and thus assist training instructors in controlling the classroom.

3.1.4 High professional ethics. The professional ethics that a pure physical education lecturer should possess include love for their job, dedication to their duties, compliance with laws and regulations, being a role model, diligent in research, continuous improvement, people-oriented, pioneering and innovative, improving their quality, and promoting development. Among them, as disseminators of anti doping concepts, abiding by laws and regulations, and being a role model are the primary professional ethics requirements. Pure physical education instructors should take the lead in com-

plying with anti doping regulations in any situation, conscientiously fulfill their anti doping responsibilities and obligations, and set a good example for students.

### **3.2 Innovation training process:**

3.2.1 Clear goal orientation: Following the OBE concept, based on the learning outcomes that pure physical education instructors should achieve, the training objectives are mainly to master solid anti doping professional knowledge, have good communication skills, have strong classroom control ability, and noble professional ethics. Furthermore, the training courses for pure physical education instructors are derived as follows: overview of doping, methods and procedures for doping inspection, types and judgments of doping violations, development history of anti doping at home and abroad, and how to avoid doping problems; Theory and Practice of Improving Language Ability of Lecturers, Theory and Practice of Enhancing Emotional Ability of Lecturers, Theory and Practice of Enhancing Attitude Ability of Lecturers, Theory and Practice of Enhancing Behavioral Ability of Lecturers; Guide to lesson preparation for pure physical education instructors, theory and practice of instructor classroom organization and management, theory and practice of instructor classroom timely feedback ability cultivation, and theory and practice of instructor information technology teaching ability cultivation; Tutorial on professional ethics for pure physical education instructors, etc.

3.2.2 Establishment and operation of model system: Changing traditional training methods, adapting to the changes of 5G and "Internet+" era, combining online and offline, adopting O2O hybrid training mode, emphasizing the combination of learning and application, utilizing five training platforms: micro courses, micro textbooks, micro competitions, micro research, and micro platforms, innovating the content and form of pure physical education instructor training courses, and further stimulating the learning enthusiasm of pure physical education instructors.

3.2.2.1 Reconstruct and plan training course content and instructional design based on the characteristics of O2O blended teaching mode

Teaching design is the guarantee of teaching quality. Based on the knowledge points and levels of the training course content for pure physical education instructors, plan and organize online and offline teaching arrangements, and build good online teaching materials. The construction of online resources should include basic course materials, such as chapter guidance plans that support online preview, knowledge point videos and PPTs, chapter quizzes, as well as exercise banks, test banks, analysis of key and difficult points, material resource packages, practical cases, and other materials required for course learning and knowledge expansion.

3.2.2.2 Building an O2O blended learning process based on the OBE concept

Based on the OBE concept, an O2O blended teaching model is constructed using information technology in the three key teaching stages of pre class, in class, and post class training for pure physical education instructors. The teaching process comprehensively adopts case based, discussion based, and heuristic methods, and through online preview stage chapter tests, pre class in class exercises, in class exercise drills, practical operations, post class consolidation exercises, and classroom tests, Form a

closed-loop training for knowledge consolidation and improvement, to enhance the learning effectiveness of students and build a solid foundation of "applying what is learned".

### 3.2.2.3 Constructing a Quality Evaluation System for O2O Mixed Teaching Model of Pure Physical Education Lecturer Training Course

The O2O blended learning model includes rich teaching activities before, during, and after class. Therefore, the quality evaluation system for training courses for pure physical education instructors should focus on the accumulation of knowledge reserves and practical application abilities of students during their continuous learning process. In the O2O blended learning mode, not only should target evaluation be carried out, but also process evaluation should be emphasized to keep students in a positive state throughout the entire learning process.

## 3.3. Emphasize training evaluation

After the end of a training cycle, conduct a comprehensive evaluation of the entire training process in a timely manner to identify problems and improve them in a timely manner, continuously improving the quality of training.

3.3.1 Reasonableness evaluation of training curriculum system: Information and opinions are collected through anti doping education expert demonstration meetings, training lecturer symposiums, and participant questionnaire surveys. Relevant issues such as the rationality of the training curriculum system setting and whether it can ensure the achievement of training objectives are evaluated, providing a basis for the next cycle of curriculum system revision.

3.3.2 Evaluation of the achievement of training course objectives: Based on the course objectives, each assessment is evaluated and assessed item by item according to the training process. Each assessment has clear scoring standards and appropriate evaluation methods. The knowledge objectives can be assessed in writing; Ability and emotional goals are evaluated through training and learning outcomes, such as assignments, reports, or performance during the training and learning process.

3.3.3 Evaluation of achievement of graduation requirements: Based on training objectives, developing clear, open, and measurable graduation requirements is the foothold of pure physical education instructor training that implements the OBE concept. The evaluation of graduation requirements adopts two methods: "direct evaluation" and "indirect evaluation", combining qualitative and quantitative evaluation, internal evaluation and external evaluation, to comprehensively evaluate the degree of achievement of each graduation requirement.

3.3.4 Evaluation of achievement of training objectives: Evaluate from the perspectives of graduating students and anti doping education management departments, analyze whether the training objectives meet the needs of anti doping education for excellent pure physical education instructors, whether they can meet the new situation, development, and trend of anti doping education work, and whether they can support the development needs of pure physical education instructors three years after graduation.

### **3.4. Strengthen continuous improvement**

Promptly improve relevant content in response to issues identified in training evaluations. Clarify the input points (improvement basis) and implementation points (improvement objects) for continuous improvement, and form a training quality assurance system with a cycle of "target requirements - teaching implementation - evaluation feedback - improvement and enhancement"; Based on the evaluation results of training objectives, graduation requirements, course objectives achievement, and course system rationality, targeted improvement measures will be taken to revise the training objectives and graduation requirements, continuously improve the relevant links of the training process, and ensure the continuous improvement of the training quality of pure physical education instructors.

## **4. Research Conclusion**

As the lecturer of anti doping knowledge, the executor of anti doping education activities, and the disseminator of the "clean gold medal" concept, the pure physical education lecturer plays a decisive role in the quality and effectiveness of anti doping education. Strengthening the training of pure physical education instructors and improving their professional knowledge, teaching ability, and professional level is the most important fundamental project in anti doping education.

The O2O hybrid training model guided by the OBE concept breaks the traditional training methods of pure physical education instructors. By developing an O2O hybrid teaching outline for pure physical education instructor training courses based on the OBE concept, creating a series of micro courses for pure physical education instructor training, constructing online teaching resources for pure physical education instructor training courses, and developing practical cases for pure physical education instructor training courses Measures such as constructing a quality evaluation system for training courses for pure physical education instructors, fully addressing issues such as "what to learn", "how to learn", and "where to learn" for pure physical education instructors, so that they can receive sufficient learning guidance before receiving on-site training offline, which helps pure physical education instructors digest the key knowledge of training courses and overcome learning difficulties.

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