Research on the Current Status of the Online Course "Public Swimming" at Sichuan Normal University

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Abstract: The online teaching model has matured with the development and popularization of information technology. By leveraging online platforms, teachers can teach, and students can learn swimming, a practical sport skill, through online courses. This study involved 205 undergraduate students from 25 schools of Sichuan Normal University, employing methods such as literature review, questionnaire surveys, and interviews to investigate the actual learning dynamics and analyze existing conditions. The study concluded that this course breaks away from the traditional theory-heavy and practice-light teaching content, receiving strong support from university leaders. Through online learning, students can actively engage, breaking the limitations of time and space, helping them deeply understand and master swimming techniques, which are highly appreciated by students. However, some students' learning attitudes need improvement, and there is a need to enhance the collaborative ability of teaching assistant teams and the course's backend management.

Keywords: "Public Swimming"; online course; Sichuan Normal University

1. Introduction

In August 2018, the Ministry of Education issued the Notice on Implementing the Spirit of the National Undergraduate Education Work Conference in the New Era. The notice emphasized that universities should accelerate the integration of modern information technology into education and teaching, focusing on improving teachers' information technology application capabilities. Combining online teaching with sports courses aligns with this trend. Internet technology brings new perspectives to sports education reform, and utilizing it to adapt to the trend of online education is a requirement of the times.

2. Relevant Studies on the Integration of Swimming and Internet in China

Kong Jingjing (2022), in her research Current Status and Studies on Online Physical Education Courses, pointed out that in recent years, network information technology in China has seen significant popularization and development. This has led to the emergence of various multimedia teaching software and platforms, which many teachers have utilized to conduct subject teaching[1].

Yu Pengda (2021), in his study Application Research of "Internet + Teaching" in Swimming Classes, noted that with the rapid development of "Internet +," more educators are focusing on "Internet + Education." As schools promote quality education, swimming courses, as a survival skill, naturally keep pace with the times by adopting "Internet + Teaching." This approach significantly enhances students' interest in learning and improves teachers' teaching efficiency.

To summarize, the development of online swimming courses aligns with the broader societal context, offering a novel learning method for swimming enthusiasts. Compared to traditional offline courses, online courses transcend limitations such as time and space. Scholars and experts have focused their research on topics such as the flipped classroom concept, the current state of integrated online and offline teaching, and challenges encountered in implementing online swimming courses.

3. Results and Analysis

3.1 Analysis of University Leadership's Support for the Online Course "Public Swimming"

Interviews with instructors revealed that university leadership at Sichuan Normal University

attaches great importance to the online course "Public Swimming." Based on actual conditions, with robust support from the academic and administrative offices, the course was established as an elective sports course, providing students with the opportunity to learn swimming. The instructors unanimously agreed that the development of this online course owes much to the strong support from university leadership, schools, and administrative offices. This highlights that leadership support is essential for initiating and sustaining the development of the course, ensuring its growth and success within the university[2].

3.2 Survey and Analysis of Students' Learning Methods for the Course "Public Swimming"

Table 1. Software Commonly Used for Learning "Public Swimming" Online (N = 205)

Learning Platform	Learning Tong	MOOC (Chinese University MOOC)	Xuanyin Online	Xuetang Online	Erya	Others
Number of Students	25	163	9	1	1	6
Proportion (%)	12.2%	79.51%	4.39%	0.49%	0.49%	2.93%

The course "Public Swimming" has been successfully delivered on platforms such as Chinese University MOOC, Erya, Learning Tong, Xuanyin Online, and Xuetang Online, earning the honor of a university-level "Golden Course." As shown in Table 1, 12.2% of students use Learning Tong, while 79.51% use MOOC. The proportions for Xuanyin Online, Xuetang Online, and Erya are 4.39%, 0.49%, and 0.49%, respectively, with 2.93% using other platforms[3].

The findings reveal that most students primarily use MOOC and Learning Tong for learning, with the highest proportion using MOOC. The survey analysis indicates that MOOC, hosting over 10,000 open courses and 1,400 national-level high-quality courses in collaboration with 803 universities, has become the largest Chinese MOOC platform. This may significantly influence students' platform preferences.

3.3 Analysis of Preferred Teaching Methods for the Online Course "Public Swimming"

Table 2. Preferred Teaching Methods for the Online Course "Public Swimming"

	Explanation and Demonstration	Repetition Practice	Segmentation and Whole Teaching	Game Method	Competition Method	Error Correction Method
Number of Students	139	110	129	74	40	39
Proportion (%)	67.8%	53.66%	62.93%	36.1%	19.51%	19.02%

According to the survey results shown in Table 2, 67.8% and 62.93% of students preferred the explanation and demonstration method as well as the segmentation and whole teaching method for the online course "Public Swimming." Meanwhile, 53.66% of students favored the repetition practice method, and 36.1% preferred the game method. Only 19.51% and 19.02% of students opted for the competition method and error correction method, respectively. Different teaching methods yield different effects. Integrating various methods into the course can help students acquire relevant knowledge more effectively, transforming the learning environment and enhancing students' engagement in the classroom. This approach aims to create a joyful and dynamic learning atmosphere[4].

3.4 Survey on Students' Primary Objectives for Choosing the Online Course "Public Swimming"

Table 3. Primary Objectives for Choosing the Online Course "Public Swimming" (Multiple Choices)

	Master a Survival Skill	Learn Lifesaving Knowledge and Skills	Lay the Foundation for Lifelong Exercise	Enhance Physical Fitness	Love for Swimming	Earn Credits
Number of Students	118	137	91	116	66	41
Proportion (%)	57.56%	66.83%	44.39%	56.59%	32.2%	20%

Understanding students' learning objectives in both online and offline teaching contexts is crucial for motivating students and fostering a correct learning attitude. This enhances students' enthusiasm

and initiative in learning and is an essential factor for teachers to conduct targeted teaching activities. As shown in Table 3, 57.56% and 66.83% of students chose this course to acquire a survival skill and learn lifesaving knowledge and skills, respectively[5]. Additionally, 56.59% sought to enhance physical fitness, 44.39% aimed to build a foundation for lifelong exercise, 32.2% were driven by a love for swimming, and 20% intended to earn credits. Clearly, acquiring survival and lifesaving skills has become the primary objective for most students taking the online course "Public Swimming." Many students recognize the importance of learning swimming techniques to develop essential life skills and gain lifesaving knowledge.

3.5 Survey on Students' Motivation for Participating in the Online Course "Public Swimming"

Table 4. Motivation for Participating in the Online Course "Public Swimming"

	Personal Interest	Physical Exercise	Knowledge Acquisition	Skill Improvement	Stress Relief	Recreation	Character Development	Other
Number of Students	121	119	77	98	65	47	65	13
Proportion (%)	59.02%	58.05%	37.56%	47.8%	31.71%	22.93%	31.71%	6.34%

Learning motivation is an intrinsic driver that prompts students to engage in learning activities. As shown in Table 4, 59.02%, 58.05%, and 47.8% of students were motivated to participate in this course out of personal interest, for physical exercise, and to improve swimming skills, respectively. Furthermore, 37.56%, 31.71%, and 31.71% were motivated by knowledge acquisition, stress relief, and character development, respectively. Additionally, 22.93% participated for recreation, and 6.34% had other reasons. It is evident that most students chose this course primarily based on personal interest, aiming to enhance swimming skills and achieve the goal of physical exercise[6].

3.6 Analysis of Students' Learning States in the Online Course "Public Swimming"

Table 5. Learning States While Taking the Online Course "Public Swimming" (N = 205)

	Always Follow the Teacher's Guidance and Participate in Activities	Occasionally Engage in Other Activities but Mostly Participate	Often Distracted or Engaged in Other Activities, Minimal Participation	Only Watch the Teacher's Instruction, No Participation in Activities	No Participation in Activities or Teaching, Engaged in Free Actions (e.g., Using Phones, Sleeping, Eating)
Number of Students	102	64	18	16	5
Proportion (%)	49.76%	31.22%	8.78%	7.8%	2.44%

According to the survey results shown in Table 5, 49.76% of students were able to consistently follow the teacher's instructions and teaching content, actively participating in activities and thinking. Another 31.22% of students occasionally engaged in other activities but spent most of their time participating in learning and physical activities. However, 8.78%, 7.8%, and 2.44% of students often became distracted or engaged in other activities, participated minimally in physical activities, merely watched the teacher's instruction without participating, or were entirely disengaged (e.g., playing on their phones, sleeping, or eating). These findings suggest that most students can maintain good focus and actively follow the teacher's guidance during lessons. Students generally show a high level of concentration and self-discipline, demonstrating positive classroom engagement.

4. Recommendations

4.1 Improve Course Development and Foster Innovation

The success of the online course "Public Swimming" at Sichuan Normal University is largely attributed to the efforts of the university, school leaders, and instructors. However, to fully leverage the advantages of swimming courses and scientifically expand online teaching activities, it is essential to further enhance support from the government, university, and school leadership. Greater efforts should be made to promote the course, as adequate resources and support provide a foundation for innovation and progress[7].

4.2 Enhance Implementation and Improve Teaching Quality

The course's effectiveness can be improved by linking it to students' academic credits. Survey results revealed recurring issues, such as students copying and pasting responses in discussions, assignments, and exams without independent thinking. Increased external supervision and teacher monitoring are necessary to address these issues. Teachers should also adopt innovative teaching strategies to improve the quality of course monitoring and oversight.

4.3 Promote Learning Models and Refine Assessment Methods

The course should adopt diverse and comprehensive evaluation metrics, integrating online and offline assessments to strengthen students' extrinsic motivation for learning. Efforts should focus on improving publicity and fostering teamwork, enriching swimming-related activities, and increasing students' understanding of swimming techniques. For example, encouraging students to actively engage in offline practice and participate in activities like video check-ins can further enhance their learning experience[8].

4.4 Strengthen Collaboration Among Teaching Assistants to Ensure Efficient Operations

Swimming is a highly specialized sport, and maintaining the online course requires significant effort from instructors to manage the backend systems. Teachers must enhance their professional skills, particularly in sports education, and receive targeted training in swimming instruction. Additionally, management and evaluation of teaching assistants should be reinforced to ensure smooth operations of the online course "Public Swimming" within a scientifically structured teaching environment.

5. Conclusions

5.1 Strong Leadership Support for Course Implementation

Sichuan Normal University, as a key provincial university in Sichuan, has long committed to deepening education reform, promoting quality education, and enhancing its teaching standards. University leadership has actively supported the development of both offline and online swimming courses, recognizing the role of internet technology and responding to challenges such as the COVID-19 pandemic. With robust support in terms of resources and manpower, the online course "Public Swimming" has achieved milestones, including recognition as a first-class online course. This success is inseparable from the leadership's dedication and teachers' diligence, fostering a positive learning atmosphere and encouraging students to approach their studies seriously[9].

5.2 Room for Improvement in Course Construction and Effectiveness

The study shows that the overall development of the online course "Public Swimming" at Sichuan Normal University is positive. Students have shown good attitudes towards learning, completed discussions, assignments, and exams independently, and rated the course highly, with 71.71% finding it very valuable. However, a small percentage of students perceive the course's value as average, indicating areas for improvement.

5.3 Need for Enhanced and Innovative Assessment Methods

In-depth research reveals certain issues in the current implementation, such as students passively watching without practicing and providing superficial or unoriginal responses in discussions. These behaviors significantly impact the effectiveness of online teaching. Stricter and more innovative assessment methods are needed to encourage students to complete assignments and tasks diligently, ultimately improving learning outcomes.

5.4 Insufficient Collaboration Among Teaching Assistants

Team collaboration is essential for enhancing teachers' abilities and fostering a positive teaching environment. Mutual trust and cooperation ensure collective progress. Although instructors effectively complete their teaching tasks, managing backend operations such as monitoring and facilitating

discussions demands considerable time and energy. This highlights the need for a collaborative effort among team members, with clearly defined responsibilities, to alleviate the burden on individual instructors and improve the course's overall efficiency.

Acknowledgements

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