

The Exploration of the College Table Tennis Course Design from the Perspective of Integration of Physical and Aesthetic Education

Jie Sun

Department of Physical Education, University of Shanghai for Science and Technology, Shanghai, China

Abstract: *Based on the educational concept of "Integration of Physical and Aesthetic Education", this study explored the optimization of the university table tennis course, which aims to simultaneously enhance college students' table tennis skills and aesthetic qualities. As a crucial guiding ideology in physical education at colleges, the concept of "integration of Physical and Aesthetic Education" emphasizes the combination of physical fitness and aesthetic appreciation, which is of great significance to improve students' comprehensive quality. This study explores and designs the reformation of the college table tennis course from four dimensions, including course objectives, course content, teaching methods, and course evaluation. By integrating fundamental skill training with aesthetic appreciation of sports, the reformed course can foster students' technical abilities, aesthetic sensibility, interest in physical activity, and sportsmanship. In addition, complemented by diversified teaching strategies and a scientific evaluation system, it can also support the balanced development of students' physical, emotional, and moral qualities. This study not only provides a critical theoretical basis and practical guidance for enhancing college students' comprehensive qualities, but also enriches the cultural connotations and educational insights of table tennis courses based on the educational concept of integrating physical and aesthetic education.*

Keywords: *Integration of Physical and Aesthetic Education; College Table Tennis Course; Table Tennis Teaching; Teaching Reform*

1. Introduction

Propelled by educational reform and the discipline of education in the new era, college physical education has been entrusted with expanded responsibility, which emphasizes nurturing students' minds and character beyond physical fitness. It is essential to educate students through aesthetics and refine them through the appreciation of beauty. It can comprehensively enhance their aesthetic sensibilities and humanistic literacy, thereby strengthening cultural self-confidence (Yuan et al., 2023). Guided by the educational concept, the "integration of physical and aesthetic education" has become a focal topic in higher-education sport studies. It aims not only to improve the college students' sports capabilities, but also to shape students' moral character and comprehensive qualities through the integration of aesthetic education (Lee and Chao, 2025).

As a widely appreciated educational concept, the "integration of physical and aesthetic education" embeds aesthetic education into physical education with the aim of harmonizing physical, athletic, and spiritual beauty through the comprehensive improvement student' physical fitness and aesthetic literacy. The concept breaks the limitations of traditional sports education that merely focuses on skill training and competitive performance. Instead, it emphasizes the simultaneous development of students' athletic capabilities and aesthetic awareness. Such integration encourages students to appreciate the fluidity, coordination, and artistic expression of movement, thereby promoting advancement in both technical proficiency and spiritual growth (Øygarden et al., 2025).

As a sport characterized by technical proficiency, speed, and agility, table tennis not only shows the combination of technical, postural, tactical, and spiritual beauty, but also contains aesthetic qualities and artistic expressiveness. For example, the fluid arc of a racket swing, the seamless cadence of rallying, and the coordinated alignment of the athlete's posture all directly represent the aesthetic of table tennis (Chatzipanteli and Digelidis, 2024). Guided by the principles of "beauty inspires truth" and "beauty promotes excellence," incorporating physical and aesthetic education into the college table tennis course enables college students to experience the distinctive charm of movement aesthetics during technical

training (Baek & Jeong, 2022). It helps them discern the sport's inherent aesthetic qualities and deepen their understanding of the artistic nature of table tennis. Such integration of technique and aesthetics cannot only enhance students' athletic performance by fostering their conscious efforts to cultivate technical elegance (White & Goodwin, 2019). It also enables the table tennis course as a vital platform for strengthening college students' spiritual, moral, and character development.

However, existing college table tennis courses often suffer from monotonous content and a disconnection between skill training and aesthetic education, limiting their educational effects. Hence, based on the educational concept of integrating physical and aesthetic education, this study provides a course reform direction that incorporates aesthetic education into traditional physical education. By outlining the course objectives, course content, teaching methods, and evaluation approaches, this study aims to integrate physical education with aesthetic cultivation. The investigation of this study provides theoretical support and practical guidance for college table tennis courses and sports teaching reform, promotes the harmonious development of college students' body and mind, and offers valid recommendations for enhancing students' physical fitness and aesthetic literacy.

2. The Integration of Physical and Aesthetic Education of Table Tennis Course

As an educational concept that has been widely appreciated in recent years, the "integration of physical and aesthetic education" emphasizes the synergy between physical training and aesthetic cultivation in physical education. The concept guides students to perceive, appreciate, express, and create beauty through physical activities, thereby improving their physical well-being and spiritual refinement simultaneously (Wang, 2016). Distinct from the limitations of traditional sport education that merely prioritizes sport skills and physical capabilities development, this integrated approach embeds the aesthetic qualities, such as rhythm, coordination, and expressive movement, into physical education design. Such an approach not only helps students to experience the aesthetic value of sports, but also aims to develop students' humanistic literacy and cultural identity through aesthetic education.

In the era that emphasizes the development of students' comprehensive qualities, physical education highlights extend beyond teaching "how to do", but emphasizes experience the aesthetic values of skills, strength, and movement. From an educational perspective, physical education focus on improving students' physical growth and strength. Whereas aesthetic education emphasizes the harmonious development of students' bodies and minds by cultivating aesthetic quality and enriching emotional and intellectual maturity. Aesthetic education serves not merely as a crucial factor for students' socialization and personal fulfillment, but also as an essential foundation for building a harmonious society. Influenced by the educational concept of aesthetic education, physical education extends beyond the ways of physical training to become a platform fostering the comprehensive development of students. They bear the educational responsibility of cultivating students' well-rounded character, thus offering both theoretical foundations and practical guidance for reforming physical education curricula in higher education institutions.

As a sport that integrates technique, speed, and agility, table tennis not only plays a significant role in enhancing physical fitness but also embodies rich aesthetic qualities, including the beauty of posture, rhythm, strength, and spirit (Song, 2023). These attributes provide fertile ground for implementing the integration of physical and aesthetic education within table tennis course reform. However, the current college table tennis course is limited in content and teaching methods. Most courses heavily focused on basic technical training, often neglecting the cultivation of movement aesthetics, rhythm, and expressive performance. Moreover, teaching approaches rely primarily on explanation and demonstration, lacking interactivity and innovation, and ignoring the aesthetic value of the sport. In addition, existing evaluation approaches are overly one-sided, which emphasize evaluating the completion, standardization, and winning or losing standard and performance of movements of the competition, without paying sufficient attention to aesthetic values.

As a result, the pedagogical objectives of aesthetic education that emphasize perceiving, discovering, appreciating, and creating beauty are poorly aligned with actual teaching practice. This disconnect hinders college students' ability to comprehend the aesthetic value inherent in table tennis and compromises the educational function of the table tennis course in promoting holistic student development (Menglong et al., 2023).

Thus, based on the educational concept of "integration of physical and aesthetic education", this study aims to explore the optimization strategies that address existing limitations of collegiate table tennis courses by proposing the course objectives, course content, teaching methods, and evaluation approaches

of the curriculum. This study aims to explore the integration of technical training and aesthetic education within the college table tennis course, striving to construct a pedagogical model that balances physical competence with aesthetic literacy. This study aims to enrich the cultural connotations and aesthetic value of college-level table tennis education. In doing so, it seeks to endow the college table tennis sports with deeper educational significance and broader pedagogical impact.

3. Course Design

3.1 Course Objectives

The core objective of the integration of physical and aesthetic education lies in the combination of teaching students' motor skills, cultivating aesthetic qualities, enhancing moral qualities, and shaping humanity spirits. Through emphasizing the cultivation of both physical fitness and aesthetic literacy in physical education, it can facilitate the holistic and harmonious development of students' physical and mental health (Øygarden et al., 2025). In the college table tennis course, the educational concept of integrating physical and aesthetic education is concretely manifested in four key dimensions, including enhancing students' technical proficiency in table tennis, cultivating their aesthetic qualities, increasing their intrinsic motivation and interest in sports, and refining their moral values and sportsmanship. Through the integration of athletic training and aesthetic education, this approach is devoted to achieving all-around development of students.

3.1.1 Improving Table Tennis Skills

The course is structured around the integration of standardized technical training and the cultivation of aesthetic quality in movement. It employs systematic technical training to help students master fundamental skills such as serving, receiving, and executing both forehand and backhand strokes. Building on this foundation, the curriculum incorporates guidance on movement aesthetics to enhance the expressive and artistic quality of performance. The college table tennis course teaching emphasizes the scientific and rationality of movement execution, such as optimizing striking angles, racket trajectory, and rhythmical power delivery (Kong and Ma, 2024). This approach enables college students not only to execute movements effectively but also to express fluidity and coordination through their performance, thereby elevating their technical proficiency and athletic effectiveness.

3.1.2 Cultivating Aesthetic Literacy

The aesthetic value of table tennis manifests prominently in the fluidity, rhythm, and technical elegance of its movements. Through detailed movement analysis and targeted aesthetic guidance, the curriculum enables students to appreciate the artistic attributes inherent in athletic performance, such as the graceful trajectories of racket swings and the expressive quality of bodily movements. The graceful movement design combined with aesthetic refinement encourages students to deeply perceive and appreciate the unique aesthetic qualities of table tennis, thereby cultivating their capacity to observe, appreciate, and express beauty within athletic contexts. Consequently, this educational approach can enhance college students' aesthetic consciousness and enrich their artistic perceptions (Fan and Dong, 2023).

3.1.3 Enhancing Student's Interest in Physical Activity

Incorporating aesthetic elements into the college table tennis course design can greatly enhance the enjoyment and appeal of the sport. By emphasizing movement aesthetics and expressive qualities, students are encouraged to move beyond a singular focus on movement mastery during the learning process, but to enhance their intrinsic interest in the sport. Consequently, it not only improves students' table tennis sports capability but also enables them to enjoy the beauty inherent in movement (Zhang et al., 2023), which can foster students' lasting appreciation and sustained participation in table tennis.

3.1.4 Enhancing Moral Character and Sportsmanship

While simultaneously enhancing movement proficiency and aesthetic qualities, the table tennis course also emphasizes the cultivation of moral character and sportsmanship. By highlighting sporting values such as fair play, respect for opponents, and teamwork, the course guides college students to appreciate the intrinsic value of athletic participation. This approach nurtures students' resilience, perseverance, and positivity, helping them to develop exemplary moral character and humanistic spirit. In doing so, it lays a robust foundation for lifelong personal growth and development.

3.2 Course Content

Grounded in the educational concept of “integration of physical and aesthetic education”, the course content is designed to promote the dual development of technical proficiency and aesthetic literacy (Chen et al., 2024). The course is structured into modules, including providing scientifically informed and systematically organized instructional content that supports students in achieving comprehensive advancement in both technical execution and aesthetic expressiveness.

3.2.1 Fundamental Skill Training

As the core of college table tennis teaching, the foundational module focuses on the standardized training of essential movements and skills of playing table tennis, such as serving, receiving, blocking, slicing, and looping. Through scientifically grounded and systematically delivered technical guidance, the course helps students achieve precision in their movements, thereby establishing a solid foundation for subsequent refinement of technique and the cultivation of aesthetic expressiveness.

3.2.2 Aesthetic Movement Training

Aesthetic movement training constitutes an essential part of the college table tennis course design, aiming to enhance students' comprehension and expression of movement aesthetics.

1) Cultivate Student's Aesthetic Perception of Table Tennis

In training sessions, the teaching emphasis should be placed on guiding students to appreciate the aesthetic elements of table tennis movements by optimizing racket trajectories and movement angles, thereby stimulating their pursuit of movement beauty (Zhao et al., 2023). Particular attention should be given to promoting graceful posture, bodily elegance, and the expressiveness of motion, avoiding rigidity or awkwardness, and enabling students to project confidence and poise through refined and standardized techniques. With the principle of "understanding first," students are encouraged to develop a deep comprehension of the underlying logic and expressive features of standardized movements, which is helpful to develop their capacity for aesthetic appreciation. This allows them to perceive, analyze, and explore aesthetic features inherent in movements, and further stimulate their intrinsic motivation and creativity for continuous self-improvement. Thus, the physical training of table tennis becomes deeply integrated with artistic expression in practice, vividly highlighting the unique artistic charm of table tennis.

2) Aesthetic Observation of Table Tennis Sports

Through professional demonstrations and appreciation of high-level competition videos, the table tennis course should develop students' perception toward the aesthetic elements embedded in table tennis movements, thereby enhancing their aesthetic appreciation alongside technical learning. For instance, by analyzing selected clips of international elite matches, students closely observe and reflect upon the elegance of players' racket swings, the rhythmic fluidity of footwork, and the intricate changes in striking rhythm. Such observations enable students to appreciate the artistic value and expressive tension embedded within table tennis athletic movement, allowing the technical practice and aesthetic insight to bring out the best in each other.

3) Interactive Imitation Training

Students are encouraged to employ professional athletes as reference points in imitation-based training sessions and place themselves in the role of elite players. This allows them to experience the natural elegance and ease of movements, thus increasing their intrinsic motivation and enjoyment in practice (Standal and Moe, 2023). Throughout the training, the mirrors can be used for students to observe their own movements, engage in reflective analysis, and participate in group discussions to precisely identify areas requiring improvement. By exchanging insights and suggestions within their peer groups, students incrementally refine their expressive capabilities, harmonizing technical execution with artistic expression. Ultimately, this approach cultivates a more aesthetically pleasing and harmoniously coordinated athletic style.

4) Rhythm and Athletic Aesthetics

Rhythm-based musical training serves as an effective method within university table tennis courses. It not only enhances students' rhythmic awareness and coordination but also fosters their artistic accomplishment. Guided by external musical rhythms, students acquire a deeper understanding of the continuity and rhythm of their movements. For instance, practicing looping techniques to faster music promotes fluidity and coherence, while slower musical tempos encourage precise and stable serving

techniques. Simultaneously, the teachers should guide students integrate footwork movements rhythmically aligned with musical beats, developing agility and coordination through rhythmic variations. The intersection of music and athletic movements thus not only will enhance technical skill but also elevate students' artistic sensibility and enriches their experiential engagement.

5) Integration of Sports Skills and Aesthetics

The combination of enhancing sports skills and aesthetic expression represents the ultimate embodiment of the “integration of physical and aesthetic education” concept within the college table tennis course. The course emphasizes combining technical proficiency with movement aesthetics and underscores both technical proficiency and expressive quality. The guidance can enable students to perceive aesthetic beauty in their movements and to show artistic expressiveness effectively. For example, the training involves refining striking angles, power distribution, and body posture, which is helpful to improve students' ability to execute skillful movements while simultaneously showing the coordination, fluidity, and grace of the movements. Consequently, skills are no longer merely an embodiment of efficiency, nor is aesthetic appreciation restricted solely to visual pleasure. Rather, the combination of physical and aesthetic training synergistically enhances one another, culminating in a dual elevation of technical excellence and aesthetic appreciation.

3.3 Teaching Methods

Teaching methods are the core of course teaching, serving as an essential bridge for realizing instructional objectives and organizing educational activities, and thus represent a critical component of curriculum design. Under the guidance of the “integration of physical and aesthetic education” concept, teaching methods of the college table tennis course emphasize the diversity and effectiveness of the methods. Through varied instructional designs, these approaches deeply integrate technical training and aesthetic cultivation, comprehensively enhancing students' technical proficiency and aesthetic literacy. Consequently, the refined teaching methods empower the courses with deeper educational value and humanistic connotations (Zhang and Wang, 2025).

3.3.1 Explanation and Demonstration

Through clear explanations of movements and standardized demonstrations to students, teachers should incorporate aesthetic elements into their table tennis teaching. In addition, they should guide students to understand movement requirements from dual perspectives of technical efficiency and aesthetic quality. For example, the teachers should emphasize the elegance in the trajectory of racket swings and the graceful coordination of bodily postures during strokes. By proposing targeted questions, such as “How can the racket swing become smoother and more natural?” or “How might you optimize your body posture after striking the ball?”, teachers should facilitate students' simultaneous advancement in technical skills and appreciation of movement aesthetics, enhancing students' deeper comprehension of the artistic beauty embedded within movements of playing table tennis.

3.3.2 Video Analysis and Reflection

By recording table tennis training sessions, students can visually identify deficiencies in their performance, such as a lack of fluidity in racket swings or coordination problems in body posture during strokes. Teachers can employ the video analysis approach to pinpoint specific details of movements that fall short of aesthetic criteria, such as overly rigid lines of motion or discontinuities in footwork transitions. Watching video playback can provide students' intuitive and direct feedback for improvement. This method not only enhances students' technical proficiency but also guides them toward a deeper understanding of the rhythmic and expressive qualities inherent in athletic movements.

3.3.3 Collaborative Group Learning Method

Through collaborative activities and peer-to-peer assessments, students can engage in observation and discussion to identify strengths and weaknesses in each other's movements. The collaboration offers targeted suggestions for improvement from both technical and aesthetic perspectives. Group members are encouraged to optimize their own performances through mutual demonstration and imitation. Meanwhile, the team cooperation can simultaneously further enhance learning motivation and create a supportive educational atmosphere.

3.3.4 Experiential Learning Method

Experiential learning emphasizes learning through active engagement, namely learning by doing. In college table tennis education, this learning approach involves simulated competitions, practical drills,

and context-based tasks designed to help students experientially appreciate the aesthetic dimensions of athletic movements (O'Connor et al., 2022). For example, teachers can create competition scenarios centered on the elegance and beauty of movement, assessing not only technical accuracy but also rhythm, coordination, and visual expressiveness. Through these pedagogical strategies, students acquire an in-depth understanding of how technique and artistic expression are integrated. It can motivate them to proactively refine their movements and show the aesthetic sport.

3.4 Course Evaluation

Under the guidance of the integration of physical and aesthetic education, the evaluation system for university table tennis courses should balance both technical proficiency and aesthetic literacy. A multidimensional and comprehensive assessment framework should be established to capture students' development across various levels, holistically reflecting their progress in both technical performance and aesthetic cultivation. Such an approach ensures a harmonious integration of skill acquisition and artistic expression, thereby providing robust support for achieving the pedagogical goals set forth by the integration of physical and aesthetic education (Hu et al., 2025).

3.4.1 Technical Assessment

The technical assessment primarily evaluates students' mastery of fundamental table tennis skills through quantifiable performance indicators. The critical evaluation criteria include accuracy of strokes, improvements in ball speed, and reductions in reaction time. Utilizing these measurable indicators, the assessments can clearly document students' technical development trajectories, and guide them to identify specific areas of progress and guide them towards further skill refinement.

3.4.2 Aesthetic Assessment

Aesthetic assessment aims to evaluate university students' comprehension and expression of the aesthetic qualities inherent in table tennis movements. Evaluation criteria emphasize the fluidity, coordination, and rhythmic qualities of movements. Specific assessment elements include the smoothness of racket trajectories, the stability and elegance of postures following strokes, the agility and coordination of footwork, the visual appeal of movement lines, and the natural continuity of motion sequences. Each of these aspects should be accompanied by detailed feedback from teachers. Additionally, teachers can organize group presentation activities to allow students to engage in peer evaluations of others' aesthetic performance. Such collaborative discussions can further deepen students' understanding and appreciation of movement aesthetics.

3.4.3 Comprehensive Assessment

Building upon the evaluation of technical skills and aesthetic competencies, a more holistic assessment framework should also incorporate students' behavioral conduct and moral character. The comprehensive evaluation can be structured around three core dimensions, including sportsmanship, ethical behavior, and personal integrity in athletic contexts. For example, teachers should observe whether students actively engage in the course and sustained commitment to integrating technical proficiency with aesthetic expression. Additionally, assessments should consider whether students adhere to classroom norms, uphold principles of sportsmanship, and maintain fairness and integrity during competition. Moreover, attention should be given to students' collaborative performance. Specifically, they take initiative, support their teammates, and exhibit qualities such as respect, accountability, and a strong sense of responsibility.

4. Conclusion

Grounded in the perspective of "integration of physical and aesthetic education," this study explores a comprehensive and systematic exploration of table tennis curriculum design for college students. Through addressing course objectives, course content, teaching methods, and evaluation strategies, this study develops a pedagogical framework that balances technical proficiency with aesthetic literacy. The proposed course model offers both theoretical guidance and practical support for advancing physical education reform in higher education under the demands of the new era.

This study has established a table tennis course reformation mode that integrates technical skills and aesthetic literacy, which further provides critical theoretical guidance and practical guidance for the reform of physical education teaching in universities in the new era.

Through the design of this course framework, table tennis teaching is redefined not merely as a means to enhance students' athletic abilities but as a vital technique for cultivating their aesthetic literacy and capacity for aesthetic appreciation. By systematically integrating fundamental skill training with the development of movement aesthetics, the course guides students to experience the aesthetic elements embedded in table tennis, including technical elegance, postural beauty, tactical sophistication, and the spirit of the sport. In addition, supported by diversified teaching strategies, students can gain a deeper understanding of the interplay between technique and aesthetics through practical engagement. Moreover, the comprehensive evaluation approaches holistically assess students' sports performance from both movement standardization and aesthetic literacy. The optimized sports performance evaluation approach not only contributes to improving students' sports competence in table tennis, but also strengthens their aesthetic awareness and expressive capabilities, thereby providing a powerful impetus for the enhancement of college students' comprehensive quality.

The table tennis course developed from the perspective of integration of physical and aesthetic education not only facilitates comprehensive improvement in students' technical abilities but also plays a critical role in promoting the harmonious development of the students' body, mind, and spirit. It fully embodies the core values of university physical education, which are nurturing the body, cultivating the mind, and educating the whole person. The proposed course reformation modes highlight the multifaceted value of physical education by infusing it with rich artistic connotations and a humanistic spirit. The exploration of this study offers new insights and pathways for reforming college table tennis courses within the broader context of quality-oriented education.

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