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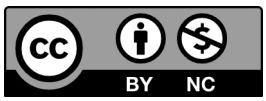
Research on Dragon Boat Course Based on Online and Offline Blended Teaching

Jiang Yong

Jiangsu Police Institute, Nanjing

Abstract: With the continuous development of Internet technology, blended learning has gradually become a new teaching mode. The application of this mode in the dragon boat course can not only promote the accumulation of students' knowledge and practical experience, but more importantly, can enhance their teamwork, communication, and leadership skills. Taking the dragon boat course as an example, this paper explores the application and effect of blended learning in the dragon boat course. The research results show that blended learning can effectively improve students' learning interest and learning effect, and can enhance their practical ability and teamwork ability.
Keywords: Dragon boat course; Blended learning; Learning effect; Teamwork ability; Practical ability



1. Introduction

1.1. Background and Motivation

With the rapid development of information technology, the field of education is constantly facing new challenges and opportunities. Traditional face-to-face teaching models may be limited in certain situations, while the rise of online education technology has provided new possibilities for innovation in teaching methods. Against this backdrop, blended teaching models have gradually gained attention. They combine traditional classroom teaching with online instruction, aiming to leverage the strengths of both to provide a more flexible and diverse learning experience.

In the field of physical education, dragon boat racing, as a traditional Chinese water sport, has rich cultural connotations and sports value. However, due to the unique nature of dragon boat racing, traditional classroom teaching often fails to meet students' needs for practical experience and operation. In this context, the application of blended teaching models offers a new solution for dragon boat courses. This model can combine the multimedia resources and interactivity of online platforms with practical operations and experiences offline, allowing students to gain knowledge while deeply engaging in dragon boat racing, enhancing the effectiveness and interest of learning.

1.2. Purpose and Significance of the Study

This paper aims to conduct an in-depth study of the dragon boat course under the blended teaching model and explore its impact on learning outcomes, student engagement, and teaching methods. Through field research and data analysis, this study will provide a detailed exploration of the application of blended teaching in dragon boat courses,

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offering valuable references for educational practice and teaching reform.

Moreover, by studying the application of blended teaching models in dragon boat courses, we can provide insights for teaching other sports. Blended teaching, as an innovative teaching model, offers guidance on how to better integrate traditional teaching with modern technology and how to enhance students' enthusiasm and proactivity in learning. Therefore, this study has both theoretical and practical significance.

2. Literature Review

2.1. Concept of Blended Teaching

Blended teaching is a model that combines online and offline instruction. This model fully utilizes network technology and traditional teaching methods, integrating the advantages of both to achieve the sharing of teaching resources, improvement of teaching effectiveness, and enhancement of students' interest in learning [1]. Blended teaching mainly includes five forms: face-to-face classroom teaching, virtual classroom teaching, personalized learning, collaborative learning, and independent learning. This teaching model can not only promote students' understanding and mastery of knowledge but also enhance their innovative thinking, practical abilities, and teamwork skills.

2.2. Development and Definition of Blended Teaching Models

Blended teaching models, also known as blended learning or integrated learning, refer to the combination of traditional face-to-face teaching with online instruction. This model leverages the advantages of online education technology, such as multimedia resources, interactivity, and flexibility, as well as the traditional classroom environment, to create a more flexible and personalized learning experience. The definition and practice of blended teaching models vary by discipline, target group, and educational institution, but overall, they aim to optimize the learning process and improve learning outcomes by integrating online and offline teaching elements.

2.3. Characteristics and Teaching Methods of Dragon Boat Courses

Dragon boat racing, as a traditional Chinese water sport, has a long history and rich cultural connotations. It is not only a sport but also an activity that embodies cooperation, team spirit, and cultural heritage. However, the unique nature of dragon boat racing means that traditional classroom teaching methods are insufficient to meet students' needs. Traditional face-to-face teaching often fails to provide practical experience and is limited by time and space. Therefore, dragon boat courses need to explore more flexible and innovative teaching methods to meet students' needs for practical experience.

2.4. Advantages and Disadvantages of Online and Offline Teaching

Both online and offline teaching have their unique advantages and disadvantages. Online teaching, through multimedia resources, interactive platforms, and online discussions, can provide a flexible learning environment that allows students to learn at their own pace and according to their interests. However, online teaching may suffer from lower student engagement and involvement due to the lack of face-to-face interaction and practical operations. In contrast, offline teaching can offer richer practical experiences and interactive opportunities but may be limited by time and location.

For dragon boat courses, online teaching can provide rich multimedia resources, such as the history and cultural background of dragon boat racing, technical points, etc., which can deepen students' understanding of the sport. Offline teaching, on the other hand, can take place in actual water environments, allowing students to experience the joy and challenges of dragon boat racing firsthand. Therefore, combining online and offline teaching can compensate for each other's shortcomings and offer a more comprehensive and effective dragon boat course.

3. Characteristics of Dragon Boat Courses

Dragon boat racing is an ancient and vibrant sport that is highly collective in nature. The dragon boat course is a

combination of traditional culture and sports, where students need to master knowledge such as the structure of the boat, track rules, team member positions and coordination, and competition strategies. The teaching of dragon boat courses is mainly divided into three stages: theoretical teaching, physical training, and practical operation. The dragon boat course has the following characteristics:

3.1. Emphasis on Teamwork

Dragon boat racing is a sport that requires multiple people to work together. Teamwork is crucial in this course. Students need to cooperate to propel the dragon boat forward quickly. Therefore, the teaching process should focus on cultivating students' teamwork skills, helping them learn to communicate, support each other, trust one another, and collaborate effectively.

3.2. Need for Practical Operations

Some key skills in dragon boat courses need to be mastered through practical operations. For example, students need to learn the technical movements of paddling, regulate their breathing rhythms, and understand tactical plans. Therefore, practical operations are an essential part of the dragon boat course. Through practical training, students can better grasp the skills of dragon boat racing and adapt to the competitive environment.

3.3. Importance of Competition Tactics

In dragon boat racing, the outcome is not solely determined by the athletes' physical fitness and skills; the rational use of strategies and tactics during the competition also plays a significant role. Therefore.

4. Application of Blended Teaching in Dragon Boat Courses

4.1. Implementation of Theoretical Teaching

The theoretical teaching of dragon boat courses can adopt a blended teaching approach. Through online platforms, relevant knowledge can be delivered and learned. During the teaching process, students can choose learning resources that suit their needs. Meanwhile, in offline classroom teaching, teachers can provide targeted explanations and questions to deepen students' understanding of theoretical knowledge.

4.2. Implementation of Physical Training

Physical training is an essential component of dragon boat courses. Blended teaching can help students better learn and master the skills of physical training. Through online videos and study guides, students can independently learn relevant techniques and knowledge outside of class to improve their physical fitness. In offline classrooms, teachers can develop targeted training plans based on students' physical conditions to effectively enhance their fitness levels.

4.3. Implementation of Practical Operations

Practical operations are crucial for students to master skills in dragon boat courses. Online teaching can demonstrate practical processes through videos, helping students better understand and grasp practical skills. In offline classrooms, teachers can guide students in practical training to improve their operational capabilities.

4.4. Implementation of Competition Tactics

Blended teaching can help students understand the basic knowledge and strategies of competition through virtual competitions and venue simulations. Using these teaching methods, students can better grasp the strategies and skills of competition and adapt to the competitive environment. Teachers can also develop different competition strategies and plans based on actual competition situations to help students improve their adaptability and tactical execution abilities.

4.5. Course Design and Scheduling

Under the blended teaching model, designing dragon boat courses requires fully considering the characteristics and advantages of online and offline environments. The course can be primarily online, with the online platform providing theoretical knowledge such as the history and cultural background of dragon boats and basic techniques, and using discussions and interactions to promote student thinking. Offline courses can be arranged in actual water areas, allowing students to experience dragon boat racing firsthand while receiving real-time guidance and feedback.

4.6. .Development and Application of Online Resources

The development and application of online resources are crucial for supporting blended teaching. Teachers can design multimedia courseware, video materials, and online quizzes to enable students to access relevant knowledge and information anytime and anywhere. Additionally, online platforms can offer discussion areas and blogs to promote interaction and knowledge sharing among students.

4.7. Student Interaction and Participation

The blended teaching model offers students more ways to participate. Online discussions and interactions can expand students' social circles and promote cross-class and cross-grade exchanges. Teachers can also guide students' thinking through online discussions and encourage them to share their views and experiences.

4.8. Teacher-Student Interaction and Feedback Mechanisms

In blended teaching, teacher-student interaction becomes more flexible. Teachers can communicate with students through online platforms, answer their questions, and provide timely feedback. Students can also ask questions and discuss issues with teachers through online platforms, receiving learning support anytime and anywhere.

Through the above methods, the application of blended teaching in dragon boat courses can combine the advantages of online and offline environments to fully leverage their respective roles. This model can provide both the transmission and discussion of theoretical knowledge and allow students to experience practical operations firsthand, achieving a more comprehensive learning outcome.

5. Evaluation of Blended Teaching Effectiveness

The implementation effectiveness of blended teaching needs to be evaluated to understand its actual application in dragon boat courses. To this end, this paper evaluates the model from three aspects: learning effectiveness, practical ability, and teamwork ability.

5.1. Evaluation of Learning Effectiveness

Blended teaching can adjust the teaching plan in a timely manner based on students' learning progress and key points, thereby enhancing their understanding and mastery of knowledge. By evaluating students' participation, learning outcomes, and grades, it can be concluded that blended teaching has a significant positive impact on improving students' learning effectiveness [2].

5.2. Evaluation of Practical Ability

Dragon boat courses require students to master relevant skills and knowledge through practice. By measuring students' proficiency in practical operations and evaluating their performance in practice, it can be concluded that blended teaching can enhance students' practical abilities.

5.3. Evaluation of Teamwork Ability

Teamwork is crucial in dragon boat courses, reflecting students' collective consciousness and collaborative skills. By evaluating students' performance in training and competitions, it can be seen that blended teaching has a significant

positive effect on improving students' teamwork abilities.

6. Innovation and Improvement of Teaching Methods

6.1. Suggestions for Reforming Dragon Boat Courses Based on Blended Teaching

Based on the analysis of the application of blended teaching in dragon boat courses, this paper proposes several specific suggestions for course reform. First, teachers can further enrich online resources, such as creating teaching videos and interactive courseware, to better present the techniques and culture of dragon boat racing. Second, teachers can encourage students to share their learning experiences through online discussions and course-sharing activities. Additionally, teachers can introduce online quizzes to assess students' grasp of course content and stimulate their interest in learning [3].

6.2. Transformation of Teachers' Roles and Capabilities

Under the blended teaching model, teachers' roles will gradually shift from traditional knowledge transmitters to learning facilitators and resource managers [4]. Teachers need to possess stronger capabilities in teaching design and course organization, enabling them to flexibly adjust course content and formats according to students' diverse needs. At the same time, teachers should enhance their understanding of online platforms and educational technologies to better support students' learning and interactions.

7. Challenges and Future Prospects

7.1. Potential Issues and Challenges of Blended Teaching Models

Despite the many advantages of blended teaching models, they may also face some issues and challenges. For example, limitations in technological infrastructure and network conditions can affect students' online learning experiences, especially in resource-scarce areas. Additionally, teachers may require a longer period of adaptation and training to effectively implement the new teaching model and ensure teaching quality.

7.2. Impact of Educational Technology Development on Blended Teaching

With the continuous development of educational technology, blended teaching models will also benefit. The application of technologies such as virtual reality and augmented reality is expected to further enhance the interactivity and practicality of online teaching. Meanwhile.

7.3. Future Development Prospects of Blended Teaching in Dragon Boat Courses

The future application prospects of blended teaching in dragon boat courses remain broad. With the continuous progress of educational technology, the integration of online and offline teaching methods will become more flexible and diverse [5]. Educational institutions and teachers can fully utilize these technologies to provide higher-quality learning experiences and further promote the innovation and development of dragon boat courses.

8. Conclusions

8.1. Summary of Research Findings

Through the study of dragon boat courses under the blended teaching model, this paper concludes that blended teaching can effectively enhance students' understanding and practical experience of dragon boat racing while

stimulating their interest and participation in learning.

8.2. Summary of the Application Value of Blended Teaching in Dragon Boat Courses

The blended teaching model fully integrates the advantages of online and offline environments, bringing new teaching methods and learning experiences to dragon boat courses. Reasonable course design and resource development can improve the teaching effectiveness of the course and student satisfaction.

8.3. Future Research Prospects

Although the application of blended teaching in dragon boat courses has achieved some results, there are still many issues worthy of further research. For example, how to better use virtual reality technology to simulate the actual experience of dragon boat paddling, and how to maximize the effectiveness of blended teaching in different educational contexts.

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