

# Research on the In-class and Out-of-class Integration Club Teaching Mode of College Physical Education Course Under the Credit System\*

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**Abstract**—Promoted by the reform of credit system teaching, the in-class and out-of-class integration club teaching mode has broadened the traditional physical education teaching form, strengthened the continuity and complementarity between in-class physical education and after-class physical education, perfected the concept of in-class and out-of-class integration teaching management under the credit system, realized the concept of personnel training according to aptitude and credit system, and realized the goal of school physical education in many ways by curriculaizing the two main forms of extracurricular sports activities in domestic colleges and universities, namely, school sports teams and student sports associations, and integrating them into extracurricular sports clubs for overall development.

**Keywords**—credit system; in-class and out-of-class integration; sports club; teaching mode

## I. INTRODUCTION

Credit system, also known as credit accumulation system, is a kind of teaching management system that calculates students' learning volume by credit. It originated from the course selection system. It was further developed and perfected in Harvard University in the United States at the end of the 19th century. It has been adopted by most countries and has become a main way of teaching management in many colleges and universities all over the world.

Under the guidance of the credit system teaching reform, it is a new trend for the colleges and universities to implement in-class and out-of-class integration club teaching mode of physical education. It is also a new subject in the reform of physical education in colleges and universities nowadays. Its core idea is to combine physical education teaching, extracurricular sports activities and sports competitions to form a curriculum system that integrates teaching, learning, training and competition. Changing the separation of physical education, student sports associations and school sports teams under the traditional mode, we

should choose the projects with good teaching effect, large number of students' favorites, strong teachers and mature student associations. With the credit of physical education as the lever, single sports clubs as the form, special sports teachers as the leading group, and special sports students as the main body, we should construct an in-class and out-of-class integration curriculum model of individual sports clubs, so as to meet the requirements of the credit system teaching reform and achieve the goal of school physical education.

## II. COMPOSITION OF IN-CLASS AND OUT-OF-CLASS SPORTS CLUBS

### A. In-class Sports Club

In-class sports club is a form of physical education teaching based on the construction of physical education teaching. It integrates modern education theory into physical education classroom, updates the traditional class teaching system from the aspects of ideology, organization, form, method and evaluation, and advocates openness, autonomy, freedom and randomness in class. Students' classroom learning is totally active and positive. Students can get corresponding credits by choosing time, teachers and projects independently. During the period of 3-6 years' study in a university, they can get 36 hours of study in a sports club. The credits belong to the category of public basic compulsory course credits. In the course assessment of sports clubs, it is required to take objective and comprehensive evaluation as the main idea, to weaken the result assessment based on sports achievements, and to pay attention to the process and attitude assessment of students' sports learning and practice, so as to make the evaluation of sports achievements fully reflect objectivity and humanization.

### B. Out-of-class Sports Club

At present, there are two main forms of extracurricular sports activities that can be organized and developed in colleges and universities: school sports teams and student sports associations. These two forms belong to purposeful, planned and organized extracurricular sports activities.

1) *School sports team*: The school sports team refers to the student sports team organized by the school, whose main

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task is to train and represent the school to participate in extracurricular sports competitions and exchanges. The organizational form is that the students are selected to enter various sports teams, and carry out more systematic training under the guidance of teachers in their spare time. The school organizes the registration for participating in all kinds of sports competitions between colleges and universities.

2) *Student sports associations*: College student sports associations are organized and established by college students to study, improve sports skills and develop sports interests according to their own interests in a certain sport and their voluntary participation and in accordance with certain requirements. These sports associations have a certain number of relatively fixed members. They regularly carry out sports activities, and mainly organize the training, competitions and performances. They usually have two or three training courses per week, and they organize school sports competitions every semester. As a highly autonomous student organization, sports associations in colleges and universities have various forms of activities, rich contents and wide coverage of activities, which meet the needs of college students' sports hobbies and interests to some extent.

### III. THE CONCEPTION OF IMPLEMENTING IN-CLASS AND OUT-OF-CLASS INTEGRATION CREDIT MANAGEMENT

#### A. *The Idea of In-class and Out-of-class Integration Credit Management*

According to the demarcation method of compulsory and optional courses for general courses at the present stage, the in-class physical education teaching club is regarded as a public basic course, and students can get corresponding credits for public basic compulsory courses when they have completed the required physical education courses during the period of 3-6 years' study. As extracurricular sports clubs, student sports associations and sports teams can formulate corresponding curriculum management methods. Students can get corresponding credits when they meet the requirements and conditions of relevant courses in the training and study of extracurricular sports clubs. The credits can be credits of public basic compulsory courses, public elective courses or other extended courses.

#### B. *Out-of-class Sports Club Curriculum*

1) *School sports team*: College sports team members come from all majors and classes. They mainly take part in the training and competition of the school team in extracurricular time. The nature of these sports teams is different from that of the high-level sports teams in colleges and universities and sports teams in physical education colleges. Under the credit system teaching management, if the sports team training can be incorporated into the curriculum management, student athletes can get corresponding credits to participate in sports training, which can solve the contradiction between learning and training of

these students to a large extent. And then, their studies will not be affected, thus effectively improving the enthusiasm of training and ensuring the stable development of sports teams. Credit management is implemented in the training course of school sports teams. The organization of training course must be standardized and curricular. In practice, the coach has primary responsibility, which has standardized the attendance of sports teams, introduced diversified evaluation methods, regulated the required class hours that team members participate in training every semester, and competition time. Then, the specific credits can be given to the students.

2) *Student sports associations*: There are many differences objectively between sports associations and physical education curriculum. For example, there are differences in the activity purpose between sports associations and physical education curriculum. The activities of student sports associations are to meet the needs of community members. In the organization of community activities, the members of the community are more active and dominant than the students in the teaching organization of physical education curriculum. As a loose and mutually beneficial organization, sports associations are more flexible than physical education courses, but the normalization and organizational binding force of the sports association is far less than that of physical education courses. They rely on the pursuit of common goals and cultural identity of their members to form. Under the guidance of the goal of in-class and out-of-class integration reform, we can actively guide sports associations as effective carriers of extracurricular sports curricula and give full play to the advantages of sports associations. We can realize the way of introducing student sports associations into the credit management of extracurricular sports courses.

### IV. PROBLEMS TO BE NOTICED IN THE PROCESS OF FORMING THE IN-CLASS AND OUT-OF-CLASS INTEGRATION SPORTS CLUB

#### A. *The Connection Between Extracurricular Sports Clubs and Curriculum Conditions*

The basic conditions of curriculum culture include material, institutional and spiritual conditions. The three basic conditions of curriculum constitution are the basis of the cultural function construction of extracurricular sports club curriculum. Therefore, in order to realize the curriculaization of extracurricular sports club activities, we should start with the basic conditions of curriculum culture, attach importance to the construction of curriculum material culture and system culture, and at the same time, inject curriculum spiritual culture that can reflect the essence and intrinsic nature of university sports curriculum. In the structure of extracurricular sports club curriculum cultural activities, it promotes extracurricular sports clubs to have the spiritual and cultural connotations of excellent courses, and the goals of physical education and curriculum in colleges and universities, so as to realize the reform goal of in-class

and out-of-class integration of physical education class in colleges and universities.

### *B. Management of Extracurricular Sports Clubs*

In the specific management of extracurricular sports clubs, we should introduce the method of teaching management of credit system, and establish the student registration management and attendance system of extracurricular sports club. Students can participate in club activities (training, competitions, performances and organizational work) to achieve the corresponding class hours. Through the assessment criteria, they can get the corresponding credits. In the selection and appointment of teachers in extracurricular clubs, we should formulate a standardized two-way selection and appointment mechanism. Coaches of school sports teams can be selected on the basis of competitive teaching. Student sports associations mainly employ suitable instructors voluntarily, but the instructors must have the qualifications of teachers or coaches inside or outside the school. They can be school teachers or social professionals. In addition to the special abilities, they must be honest and upright, and have strong organizational and managerial abilities and affinity. In extracurricular sports clubs, the instructor is mainly responsible for imparting knowledge, making consultation and management. Specifically, the instructor is responsible for club training, competitions and other activities in peacetime. Through teacher management, it will effectively enhance the normalization and constraining force of club. In the management of extracurricular club instructors, we should standardize the management according to the management methods of school teachers and external teachers. In terms of the salary, we should formulate corresponding salary standards and incentive mechanism according to the calculation method of school teachers' teaching workload. Through standardized management, we can fully mobilize the enthusiasm and initiative of extracurricular sports club instructors.

### *C. The Construction of Course Evaluation System*

The evaluation of the in-class and out-of-class integration teaching club should reflect the guiding role of the evaluation system for students' participation in sports. Specifically, it is embodied in the combination of formal evaluation and summative evaluation. Through the construction of multi-evaluation system, students can experience the happiness and achievement brought by progress in the process of participating in sports learning. They can no longer repeat boring exercises around one or two sports examination items, experience happy sports in a relaxed sports teaching environment, and harvest physical and mental pleasure and health.

In the formulation of the specific evaluation system, we can consider increasing the proportion of students' achievements in peacetime, and improving the enthusiasm of students to attend classes and participate in community activities. In the formulation of assessment methods for sports skills, we should give priority to diversified assessment. According to the energy efficiency of students in

community learning and training, we can evaluate the performance of physical education courses. It can be the score assessment of mastering sports skills, the organizational ability assessment of competitions, performances and other activities, as well as the evaluation of referee knowledge and practical ability.

### *D. Sustainable Development*

In the aspect of sustainable development of in-class and extracurricular sports clubs, attention should be paid to coordinating the mutual influence of teaching arrangements such as time, venues and equipment between in-class and extracurricular sports curricula, and to the continuity and complementarity between in-class and extracurricular sports curricula.

In the aspect of sustainable management of in-class and out-of-class integration sports clubs, three-level management organizations should be established. The school teaching authority should be the first-level organization, coordinate and manage the credit of clubs, and monitor the evaluation methods and standards of in-class and extracurricular sports clubs, so as to ensure the rationality and fairness of sports credit. As the second-level management organization, the school sports administration department should prepare and manage the individual sports clubs of public sports compulsory courses, school sports teams and student sports associations. The general manager of each individual sports club is responsible for the management of the subsystem of each individual sports club, including the teachers in charge, the coaches of sports teams, the instructors of student association instructor and the students in charge of the club as the third-level management organization, so as to ensure the orderly development of teaching, training and activities.

## V. CONCLUSION

The course offered under the credit system has the characteristics of wide range, multiple categories and intersection of arts and sciences, which can meet the needs of students with various interests in elective courses. Such curriculum is conducive to stimulating students' initiative and enthusiasm in learning and broadening students' knowledge. The reform idea of implementing the in-class and out-of-class integration club teaching mode in college physical education is to incorporate students' organized and standardized extracurricular sports activities into the teaching system of college physical education courses, to curriculum the extracurricular sports items and diversified forms of physical education organizations that students are interested in and willing to learn, to effectively broaden the content structure of traditional physical education, and to effectively expand the diversity of students' physical education, to realize the in-class and out-of-class integration of physical education, and to increase the selectivity of students' credit study in physical education. Finally, we can achieve the goal of credit system teaching in accordance with their aptitude and personality cultivation through self-selection of learning methods.

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