

The Construction of a Blended Teaching Model for the "Basketball Fundamentals Course with Ideological and Political Education"

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ABSTRACT

This study focuses on constructing a blended teaching model integrating ideological and political education into college basketball fundamentals courses, exploring an organic integration path of knowledge transmission and value guidance. By analyzing the skill training needs of basketball courses and the objectives of ideological and political education, and combining the online-offline collaborative advantages of blended teaching, an integrated model covering teaching objectives, content, methods, resources, and evaluation is constructed. Teaching content deeply integrates basic basketball skill training with ideological and political elements such as "perseverance and resilience" and "teamwork". Teaching methods combine online videos and virtual laboratories with offline situational teaching and group collaboration. Teaching resources include ideological and political case databases, online question banks, and practical activity plans. Teaching evaluation comprehensively assesses students' knowledge, skills, and ideological literacy through quantitative and qualitative indicators. This study provides an operational practical paradigm for the reform of ideological and political education in college physical education courses, offering reference for blended teaching innovation in similar courses.

KEYWORDS

Basketball fundamentals course; Course-based ideological and political education; Blended teaching; College physical education

1 Introduction

1.1 Research Background

Course-based ideological and political education, as an important educational concept in higher education, has received widespread attention in recent years. It emphasises the organic integration of ideological and political education into various types of course teaching to achieve the organic unity of knowledge transmission and value guidance. The proposal of this concept is not only an extension and deepening of the traditional ideological and political education model, but also an inevitable choice to meet the talent cultivation needs of the new era. Under the impetus of relevant national policies, course-based ideological and political education has become an important direction for educational reform in higher education institutions, with various disciplines exploring how to effectively integrate ideological and political elements into professional course teaching. At the same time, blended teaching models, as an innovative teaching approach, have developed rapidly and been widely applied in the education sector in recent years. This model combines the flexibility of online teaching with the interactivity of offline teaching, optimises teaching processes through the rational allocation of teaching resources, and provides students with more personalised and diverse learning experiences. The application of blended teaching models in physical education courses is also gradually gaining attention. As an important component of higher education, physical education courses not only bear the responsibility of cultivating students' physical skills and healthy physiques but also shoulder the mission of shaping students' good moral character and sense of social responsibility. Therefore, introducing blended teaching models into physical education courses, especially basketball foundation courses, holds significant practical significance.

Basketball fundamentals courses hold a significant position in university physical education. They not only help students master the basic skills of basketball and improve their physical fitness but also cultivate team spirit, competitive awareness, and rule-consciousness through teamwork and competitive interactions. However, current basketball fundamentals courses primarily focus on skill training, with insufficient attention given to ideological and political education. How to effectively integrate ideological and political education into basketball foundation courses to achieve an organic combination of knowledge transmission and value guidance is an important issue facing the reform of physical education in higher education institutions. Against this backdrop, exploring the construction of a 'basketball foundation course ideological and political education' blended teaching model has important theoretical and practical value.

1.2 Research Objectives

This study aims to construct a scientific, reasonable, and operationally feasible 'basketball foundation course ideological and political education' blended teaching model. By conducting an in-depth analysis of the teaching

characteristics of basketball basic courses and the objectives of ideological and political education, and combining the advantages of the blended teaching model, this study will design a comprehensive teaching model framework covering teaching objectives, teaching content, teaching methods, teaching resources, and teaching evaluation. Additionally, this study will validate the effectiveness of the model through practical implementation, analyse its implementation effects during the teaching process, and collect student feedback to provide theoretical support and practical guidance for the reform of ideological and political education in basketball basic courses in higher education institutions.

1.3 Research Significance

Theoretical Significance: By constructing a 'basketball fundamentals course ideological and political education' blended teaching model, this study enriches the theoretical framework for integrating ideological and political education with blended teaching. Currently, research on the integration of ideological and political education with blended teaching models is primarily focused on theoretical exploration, with limited systematic studies targeting physical education courses, particularly basketball fundamentals courses. This study will conduct an in-depth exploration from multiple dimensions, including teaching design, implementation processes, and effectiveness evaluation, providing new perspectives and methods for physical education ideological and political education research and promoting the further development of ideological and political education theory in the field of physical education. **Practical Significance:** This study aims to provide practical models and methods for ideological and political education in basketball foundation courses in higher education institutions. Through practical verification, this study will summarise an effective teaching model to provide specific guidance for physical education teachers in higher education institutions, helping them better integrate ideological and political education into basketball foundation course instruction. Additionally, this study will serve as a reference and benchmark for ideological and political education reforms in other physical education courses, promoting the overall development of ideological and political education in physical education courses in higher education institutions.

2 Research Methods

This study primarily focuses on theoretical research, employing literature review and case analysis to comprehensively and systematically construct a 'basketball basic course ideological and political education' blended teaching model, providing theoretical support for the research.

3 Construction of the "Basketball Basic Course Ideological and Political Education" Blended Teaching Model

In constructing the 'basketball basic course ideological and political education' blended teaching model, this study will fully integrate the concepts of ideological and political education with the advantages of blended teaching. Through systematic teaching design, it will achieve the dual objectives of skill transmission and value guidance in basketball basic courses. The design of teaching objectives will cover three dimensions: knowledge objectives, skill objectives, and ideological and political objectives, ensuring that students master basketball basic skills while enhancing their ideological and political literacy. In terms of knowledge objectives, students will systematically master the basic knowledge of basketball, including rules, fundamental techniques, and tactical coordination, as well as understand the history and development of basketball, and become familiar with basketball culture and its dissemination across different countries and regions. In terms of skill objectives, students will proficiently master the basic skills of basketball, such as dribbling, passing, shooting, and defence, and apply them flexibly in actual games. Additionally, through teamwork, they will complete simple tactical coordination to enhance their practical basketball competition skills. In terms of ideological and political objectives, through teamwork in basketball, students will develop a spirit of collectivism and a sense of social responsibility; through the rules of basketball, students will strengthen their awareness of fair competition and integrity; through the development history of basketball, students will be inspired with patriotism and national pride; and through the role models of basketball stars, students will be guided to establish correct values and a worldview.

3.1 Teaching Content Design

In terms of teaching content design, basketball basic skill training will be fully integrated with ideological and political education elements to ensure their organic unity and mutual reinforcement. Basketball basic skill training includes dribbling techniques, passing techniques, shooting techniques, and defensive techniques. In dribbling technique

instruction, dribbling exercises will be used to cultivate students' ball sense and ball control skills, while integrating the ideological and political theme of "perseverance and resilience" to guide students to understand the importance of persistence through repeated practice; in passing technique instruction, passing exercises will be used to cultivate students' teamwork awareness, combined with the ideological and political theme of 'teamwork and collective honour,' to guide students to understand the power of teamwork and the value of collective honour; in shooting technique instruction, through shooting drills, students' self-confidence and goal-setting abilities are cultivated, and the ideological and political theme of "confidence and goal pursuit" is integrated to guide students to build self-confidence and pursue higher goals during the shooting process; in defensive skill instruction, through defensive drills, students' sense of responsibility and competitive spirit are cultivated, and the ideological and political theme of 'responsibility and commitment' is integrated to guide students to understand the importance of responsibility during defensive play and foster a competitive spirit and a fighting attitude. In terms of integrating ideological and political education elements, by explaining basketball rules to emphasise rule awareness and fair competition spirit, students are guided to understand the importance of rules and cultivate integrity and fair competition awareness; by introducing the history and development of basketball, particularly the development of Chinese basketball, students' patriotism and national pride are inspired; by introducing the course of struggle and success experiences of basketball stars, students are guided to learn the spirit of perseverance and professional ethics, combining the social responsibility and public welfare activities of basketball stars to guide students in establishing correct values and worldviews; and organising basketball competitions to cultivate students' teamwork spirit and sense of social responsibility, guiding them to experience the power of teamwork and cultivate a sense of collective honour and social responsibility.

3.2 Teaching method design

The teaching method design will fully integrate the flexibility of online teaching with the interactivity of offline teaching, using diverse teaching methods to stimulate students' interest and participation. Online teaching methods include video tutorials, online discussion forums, virtual laboratories, and online tests and feedback. High-quality teaching videos will be produced, covering basketball basic skills, ideological and political education cases, and other content, presented through various forms such as animation and real-life footage to enhance the fun and appeal of teaching; online discussion forums will be designed, guide students to discuss ideological and political themes, with teachers regularly posting discussion topics to encourage active participation, sharing of perspectives, and reflections; utilise virtual reality technology to develop virtual laboratories for basketball skill training, allowing students to practice skills in a virtual environment to improve learning outcomes; and design an online test question bank covering basketball fundamentals and ideological and political knowledge, enabling students to assess their progress and mastery through online tests, with teachers providing timely feedback and guidance based on test results. Offline teaching methods include situational teaching, case-based teaching, group collaboration, and practical teaching. By creating basketball game scenarios, guide students to apply learned skills in actual games, fostering teamwork spirit and social responsibility. Teachers should guide students to reflect on ideological and political education themes during games; by analysing real-life cases from basketball games, help students understand ideological and political education themes, such as analysing rule violations to emphasise the importance of rule awareness, and studying successful cases of basketball stars to students learn perseverance and professional ethics; organizing students into groups for cooperative learning through group discussions and collaborative projects to cultivate teamwork skills and a sense of collective honour, with teachers guiding students to reflect on ideological and political education themes in group collaboration; and organizing basketball competitions and training camps to enhance students' practical skills and ideological and political experiences, with teachers guiding students to appreciate the ideological and political education themes in basketball.

3.3 Teaching Resource Development

Teaching resource development will fully integrate the needs of online and offline teaching, providing students with rich learning support through diverse teaching resources. Online teaching resources include teaching videos, online courses, ideological and political case libraries, and online test question banks. High-quality teaching videos will be produced, covering basketball basic skills, ideological and political education cases, and other content, presented through various forms such as animation and real-life footage to enhance the fun and appeal of teaching; complete online courses will be developed, including course introductions, syllabi, teaching videos, online discussion forums, and online tests, managed and published through a learning management system to facilitate self-directed learning; ideological and political education cases from basketball will be compiled and organised into a case repository, covering topics such as basketball rules and fair competition, basketball history and patriotism, and basketball stars and role model education, providing teachers with rich teaching materials; design an online test question bank covering basic basketball skills and ideological and political knowledge, including multiple-choice questions, fill-in-the-blank questions, and short-answer

questions, to facilitate self-testing by students and teaching evaluation by teachers. Offline teaching resources include teaching manuals, teaching case collections, and practical teaching materials. Compile a teaching guide manual for ideological and political education in basketball fundamentals courses, providing teachers with detailed guidance on lesson plan design, teaching methods, and teaching resources, while incorporating the characteristics of blended teaching modes to offer abundant teaching cases and practical experience; compile a collection of teaching cases for ideological and political education in basketball fundamentals courses, covering multiple themes such as basketball rules and fair competition, basketball history and patriotism, and basketball stars and role model education, to assist teachers in better integrating ideological and political education into the teaching process; develop practical teaching materials for activities such as basketball competitions and basketball training camps, and other practical teaching materials, including activity plans, competition rules, and scoring standards, to provide students with rich practical opportunities and enhance their practical abilities and ideological and political experience.

3.4 Teaching evaluation system design

The teaching evaluation system design will fully combine quantitative and qualitative evaluation through diversified evaluation indicators to comprehensively assess students' learning outcomes and ideological and political literacy. The evaluation indicator system includes knowledge mastery, skill improvement, ideological and political literacy, and learning attitude. Online tests and final exams will be used to assess students' mastery of basic basketball skills and ideological and political knowledge; classroom performance, group projects, and basketball competitions will be used to assess improvements in students' basketball skills; students' ideological and political literacy will be assessed based on their performance in classroom discussions, group projects, and practical activities; and students' learning attitudes and motivation will be assessed based on their learning behaviour data, classroom participation, and assignment completion. Evaluation methods include self-evaluation, peer evaluation, and teacher evaluation. A self-evaluation form is designed to guide students in evaluating their own learning outcomes and political and ideological literacy, including self-scoring and self-reflection, to help students understand their learning status and areas for improvement.

4 Conclusion

The blended teaching model of "ideological and political education in basketball fundamentals courses" achieves organic unity of basketball skill training and ideological and political education through online-offline collaborative design: it not only helps students master basketball rules, techniques, and practical abilities but also cultivates collectivism through teamwork, strengthens fair competition awareness through rule interpretation, and inspires patriotism and professionalism via basketball history and star cases. Diversified teaching methods and three-dimensional resources enhance learning participation and value identification. The diversified evaluation system realizes comprehensive consideration of students' knowledge, skills, and ideological literacy.

Funding

2025 Guangdong Business and Technology University Course Ideological and Political Education Demonstration Course Construction Project (gssz202511).

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