

Retraction Notice

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- All authors
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History

Expression of Concern:

yes, date: yyyy-mm-dd

no

Correction:

yes, date: yyyy-mm-dd

no

Comment:

The paper is withdrawn from "Creative Education" due to author's withdrawal request.

This article has been retracted to straighten the academic record. In making this decision the Editorial Board follows COPE's [Retraction Guidelines](#). The aim is to promote the circulation of scientific research by offering an ideal research publication platform with due consideration of internationally accepted standards on publication ethics. The Editorial Board would like to extend its sincere apologies for any inconvenience this retraction may have caused.

Editor guiding this retraction: Prof. Finn Egil Tønnessen (Editor-in-Chief of CE)

Innovative Research on Structured Situational Teaching of Basketball Special Courses in Universities under the Guidance of the New Curriculum Standards

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Abstract

The promulgation of the new curriculum standards has put forward new requirements for compulsory physical education in primary and secondary schools. In response to the implementation of the new curriculum standards, in line with the goals of physical education and health education in primary and secondary schools, and enhance the curriculum awareness and teaching ability of future physical education teachers in primary and secondary schools, it is necessary to carry out situational teaching reform with structured teaching content in universities. This article uses research methods such as literature review, interviews, and logical analysis to reform and innovate structured and situational teaching of basketball-specialized courses in universities that comply with the new curriculum standards. Eight structured modules were proposed and the proportion and methods of situational teaching were explored.

Keywords

New Curriculum Standards, Basketball-Specialized Courses, Structured Situational Teaching

1. Preface

On April 21, 2022, the Ministry of Education issued the “Curriculum Standards for Physical Education and Health in Compulsory Education (2022 Edition)” (hereinafter referred to as the “New Curriculum Standards”). The new curriculum standard proposes to create application scenarios and carry out structured knowledge and skill teaching, which is a new challenge for physical education

teachers who have long been accustomed to single-technology teaching. The formation of core competencies cannot be separated from the corresponding learning context. When creating sports and health learning contexts, teachers should closely focus on the cultivation of sports ability, healthy behavior, and sports ethics. The prominent contradiction faced by current physical education teachers is that teaching skills are difficult to meet students' physical education learning needs (He, 2023). Based on course objectives, teaching content should be selected, effective methods should be adopted, teaching resources should be excavated, and application contexts should be created. Different projects have different requirements for application scenarios, and the best application scenario for ball games is competition. Basketball course, as one of the favorite ball games among students, plays an important role in the teaching of physical education and health in primary and secondary schools. In response to the implementation of the new curriculum standards, in line with the goals of physical education and health education in primary and secondary schools, and enhance the curriculum awareness and teaching ability of future physical education teachers in primary and secondary schools, it is necessary to carry out structured situational teaching of teaching content in universities. Simple, moderately complex, and complex sports situations in teaching should be organically linked, with a focus on creating complex sports situations (Ji, 2022). Students in college basketball-specialized courses have a certain foundation in basketball techniques and tactics, but their systematic mastery and application of basketball knowledge and skills are still lacking, especially in the learning, training, and application of basketball techniques and tactics in different situations. At present, in the teaching of basketball-specialized courses in domestic universities, the teaching content is mainly focused on flat single-technology and tactical teaching. Structured innovation in accordance with the new curriculum standards should be carried out for the teaching content. Although situational teaching is sometimes applied, it is not systematic, and the situation is mainly based on simple teaching competitions, in a single setting of the situation. However, it is important to explore the key issues in the context based on real situations and through task-driven forms, so that students can master technology through autonomous, cooperative, and exploratory learning, and develop skills to solve practical problems (Chen, 2023). In addition, during the implementation of physical education courses in primary and secondary schools, efforts are made to engage in a variety of sports activities to make young students truly fall in love with sports (Yu, 2023). Ultimately, students are able to consciously apply the knowledge and skills they have learned to solve practical problems in specific contexts, creating a life of beauty and goodness (Pan, 2022). Therefore, carrying out situational teaching innovation and practice with structured teaching content in basketball-specialized courses in universities has important theoretical significance and practical value. The research purpose of this article is to explore a structured situational teaching method suitable for basketball-specialized courses in universities according to the requirements of the "New Curriculum Standards", and systematically enhance students'

mastery and application of basketball-related knowledge and skills in different situations.

2. Methods

Based on the cultivation of sports ability, healthy behavior, and sports ethics in the new curriculum standard, innovative design of structured situational teaching for basketball special courses is carried out according to teaching objectives and teaching objects. Pay attention to the correlation, hierarchy, completeness, and integration among technology, tactics, rules, knowledge, physical fitness, and practical application. On this basis, the expert interview method is used to seek opinions, summarize and adjust the design scheme, and ensure the feasibility, rationality, necessity and operability of the research content by interviewing 8 professors in related fields and front-line PE teachers. The factors related to structured situational teaching content are screened and distinguished by experts, which ensures the scientificity, completeness, practicality, and objectivity of the design scheme.

3. Results and Analysis

3.1. Establishment of Structured Teaching Module for Basketball-Specialized Courses in Colleges and Universities

Breaking the routine: Basic techniques-combination techniques-basic plays-whole team tactics, flat style basketball teaching content setting, Grid structured innovation in teaching content are implemented, according to Module 1: Basketball-specialized Theory, Module 2: Basketball Technical and Tactical Combination Learning and Training, Module 3: Basketball-specialized Physical Fitness Learning and Training, Module 4: Basketball Competition Rules and Referee Learning and Training, Module 5: Basketball Technical and Tactical Competition Application, Module 6: Basketball Teaching (Internship), Module 7: Evaluation of Basketball Games, and Module 8: Cultivation of Basketball Sports Character, Creation of Eight Modules and Proportion of Class Hours (Figure 1).

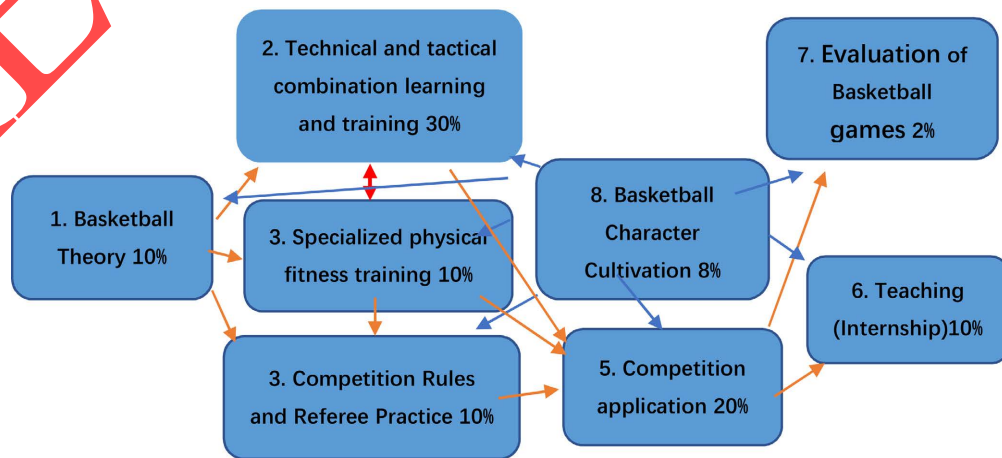


Figure 1. Structured teaching module and proportion diagram of basketball special courses in universities.

The design concept of each module is as follows: Firstly, Module 1: Specialized Theoretical Learning. As students in the specialized class possess certain basketball skills and tactics, what is lacking is the learning and integration of specialized theoretical knowledge. Therefore, learning specialized theory first lays the foundation for later skill learning. Secondly, Module 2: Technical and Tactical Combination Learning and Training, and Module 3: Specialized Physical Fitness Learning and Training. Due to their strong correlation, these two modules are interspersed with integrated learning and training. Then, Module 4: Competition Rules and Referee Practice. After learning and practicing Modules 2, 3, and 4, it will be Module 5: Practical Application of Basketball Skills and Tactics Competition, in order to test the learning and training effects of skills and tactics, special physical fitness, and competition rules and referee. Subsequently, Module 6: Basketball Teaching (Internship) module will be conducted, where students will conduct teaching and training internships based on the theoretical knowledge, skills, physical fitness, rules, and competition application they have learned in the early stages, in preparation for future formal teaching practices (internships). Then Module 7: Basketball Games Evaluation Module will proceed, which can be interspersed in competition applications. Module 8: Basketball Character Cultivation Module, although defined as the last module, needs to be interspersed in each module from the beginning of the course due to its important role in basketball ideological and political education and basketball character cultivation. The specific semester schedule is shown in Table 1.

3.2. Selection of Structured Teaching Module Content and Proportion of Situational Teaching for Basketball-Specialized Courses in Universities

Module 1: Basketball-specialized Theory Module

Content: Basic knowledge of basketball, analysis of basketball techniques and tactics, basketball-specific physical fitness, basketball rules and referee methods, basketball teaching and training theories.

Situation based teaching ratio: 40% - 50% per class. Create scenarios using multimedia such as videos, images, and animations to stimulate students' exploratory

Table 1. Semester distribution table of structured teaching modules for college basketball special courses.

Semester	Teaching content
First semester	Module 1, Module 2, Module 3, Module 8
Second semester	Module 2, Module 3, Module 4, Module 8
Third semester	Module 2, Module 3, Module 4, Module 5, Module 8
Fourth semester	Module 2, Module 3, Module 4, Module 5, Module 8
Fifth semester	Module 5, Module 6, Module 8
Sixth semester	Module 5, Module 6, Module 7, Module 8

learning.

Module 2: Basketball Skills and Tactics Combination Learning and Training Module

Content: Change the teaching of single techniques and tactics, and restructure it into: basic offensive techniques + combination offensive techniques + basic offensive tactics. For example, a combination of movement, passing, and cutting (2 - 3 person attack scenario); Basic defense techniques + combination defense techniques + basic defense tactics such as: moving + defense dribbling + basic defense screen plays (2 - 3 person defense scenario); The combination of techniques + basic offense tactics + team tactics, such as dribbling drive in layups offense and defense, drive in and pass offense and defense tactics, and man for man offense and defense tactics (3 - 5 person offense and defense scenarios), is a combination of learning and training situational teaching content.

Situational teaching ratio: 30% - 40% per class. Create a combination of technical and tactical offensive and defensive scenarios. Practice in class + practice after class.

Module 3: Basketball-specific Physical Fitness Learning and Training Module

Content: Basketball-specialized strength, speed, endurance, agility, and flexible physical training.

Situational teaching ratio: 30% - 40% per class. Create a competition scenario for basketball players to apply their specialized physical abilities. For example, specialized strength training in one-on-one confrontation, specialized speed training in fast break, etc.

Module 4: Basketball Competition Rules and Referee Learning and Training Module

Content: Learning and applying basketball competition rules and basketball referee knowledge and skills.

Situation based teaching ratio: 40% - 50% per class. Create basketball rule violation situations, foul situations, referee selection, penalty situations, etc.

Module 5: Basketball Skills and Tactics Application Competition Module

Content: Games, group competitions, teaching competitions, to improve the ability to apply basketball techniques and tactics.

Situational teaching ratio: 50% - 60% per class. Create individual and group skill competition scenarios, practical application teaching competition scenarios, etc.

Module 6: Basketball Teaching (Internship) Module

Content: Basketball teaching, training skills learning, and student teaching internships.

Situational teaching ratio: 30% - 40% per class. Create scenarios for different teaching objects, teaching content, teaching facilities, and unexpected events.

Module 7: Basketball Games Evaluation Module

Content: Watch teaching games, high-level basketball games, evaluate and analyze them both in and out of class.

Situational teaching ratio: 30% - 40% per class. Create competition scenarios for international games, professional games, college student games, teaching com games, basketball games at different levels, and different technical and tactical styles.

Module 8: Basketball Character Cultivation Module

Content: Cultivate students' basketball character traits such as fair competition, unity and cooperation, and correct view of victory and defeat.

Situation based teaching ratio: 40% - 50% per class. Create group cooperation, competition situations, key competition situations, advantageous competition situations, unfavorable competition situations, etc., and cultivate basketball character traits such as fair competition, unity and cooperation, and correct view of victory and defeat.

3.3. Development of Assessment and Evaluation Methods for Structured Situational Teaching of Basketball Specialized Courses in Colleges and Universities

3.3.1. Process Evaluation within the Module

In the process of situational teaching in different modules, the evaluation of students' knowledge and skill application abilities, such as skills and tactics, teaching, theory, competition organization, and judgment, is carried out through forms such as teacher evaluation, individual evaluation, and group evaluation.

3.3.2. Post Teaching Evaluation of Modules

After the module teaching is completed, the students' level of learning and mastery of the knowledge and skills in that module is evaluated.

3.3.3. End of Semester Evaluation

Create various scenarios for final assessment and evaluation at the end of the semester. For example, creating a three-attack and three-defense competition scenario, examining the combination of attack and defense techniques and the ability to use basic tactics in attack and defense.

3.4. Example of Structured Situational Teaching Module for Basketball Special Courses in Universities

3.4.1. Example of Basketball-Specialized Theory Module

1) Teaching content

Analysis of Basketball Techniques and Tactics: Offensive Basic tactics-screen plays. Create scenarios using multimedia such as videos, images, and animations, and introduce the origin, concepts, types, methods, and requirements of screen plays. By designing contextualized questions, students can answer and stimulate collaborative and exploratory learning.

2) Situational teaching

Scenario 1: Teacher's lecture: Screen plays can be divided into front, side, and back screen plays according to position. Display pictures and play videos. Question through situational introduction: What does this type of screen plays belong

to? If you are a screen plays person, how should your screen position be adjusted based on the position and movement of the defensive player in the video? Student answers and explains the reason. Encourage students to engage in exploratory learning.

Scenario 2: Teacher's lecture: Screen plays can be done between the center and guard, between guard and guard; it is also possible to screen between players with and without the ball. There are also variations available, such as counter screen, false screen, dribbling screen, positioning screen, moving screen, double screen, continuous screen, etc. Display pictures and videos of various covers. Scenario creation: With 5 seconds left until the end of the entire game, Team B is 2 points behind. Team B has an excellent pitcher, a player with strong breakthrough ability, and a tall player in the interior. If you were a coach for Team B, what kind of screen plays would you use during the timeout? Point out that the answer is not unique, as long as the reason is reasonable and sufficient, it can stimulate students' independent thinking. Students will answer on stage and demonstrate their screen plays design and reasons. Subsequently, the teacher played several such videos, pointing out the reasons for the success and failure of various cases, and continued to ask: What is the difference between the screen plays in the video and the tactics you designed? What are the advantages and disadvantages? Ask students to form a group to discuss and extend their thinking, and provide details on the success and failure of the screen plays in this video. The group student representative will answer. Other groups of students participate in discussions and evaluations to exercise their ability to unite and collaborate, logical thinking, and language expression. Teacher makes final comments. Deepen students' understanding and application of screen plays.

3.4.2. Example of Basketball Techniques and Tactics Combination Learning and Training Module

1) Teaching content

Move, pass, cut, and combine to learn and practice.

Moving: Moving technology such as cross step, arch running, turn, take off, etc.

Passing: Techniques such as one handed passing, head up passing, and bounce passing.

Pass and cut coordination: Vertical cut, horizontal cut, bottom line cut, back-door cut and other off the ball cut coordination.

2) Situational teaching

Scenario 1: Create a competition background music scenario and use multimedia to play commonly used background music in professional competitions, allowing students to experience the competition situation and enter a competitive state.

Scenario 2: Create an offensive scenario. Three people offense and use various foot movements to carry out various pass and cut cooperation with different cuts and passing methods.

Scenario 3: Create an offensive and defensive scenario, with 3 players on offense and 2 players on defense. Based on the defender's position and defensive changes, independently choose the offensive route and passing and cutting methods. Continuously move the pass and cut until an open shot is made.

Scenario 4: Create a teacher-student interaction scenario. Encourage students to engage in exploratory learning. For example, when asked: "When it is difficult to get rid of this press defense, what moving footwork and off the ball cut route should be used?" The student answers and demonstrates. Teachers or students evaluate this situation.

3.4.3. Example of Basketball-Specific Physical Fitness Learning and Training Module

1) Teaching content

Learn and practice physical fitness for basketball-specific strength and speed. Create specialized physical fitness training scenarios in competitions to enhance students' specialized adversarial strength and specialized fast break speed.

2) Situational teaching

Scenario 1: Create a special strength training scenario under the context of one offense, one defense confrontation. It requires inside play offense, reasonable use of body movements such as pushing, squeezing, leaning, and turning to offense, and the use of solid balls (medicine balls) and other equipment to assist in practice. The defense team should use their bodies to carry out body movements such as pushing, blocking, and colliding for defense, or use basketball mats to assist in practice, in order to improve the basketball special strength.

Scenario 2: Create a special speed learning and training scenario in the fast break. Students are required to run to the basket as quickly as possible to complete the offense after obtaining the opportunity for fast break. They can use an elastic band to tie it to their waist, giving them a certain amount of resistance, and engage in special fast break speed exercises such as fast dribbling or quick down catch ball offense.

3.4.4. Example of Basketball Competition Rules and Referee Learning and Training Module

1) Teaching content

Learning and applying basketball rules and referee knowledge and skills, including:

- a) Basketball Competition Rules: Time Violations.
- b) Theory and Practice of Basketball Referee Law: Referee Position selection and Rotation.

2) Situational teaching

Scenario 1: Creating Basketball Competition Rules Scenario

For example, the teacher asked, "How many time violations are there in basketball games?" The student replied, "3 second violations, 5 second violations, 8 second violations, and 24 second violations. The teacher continued to ask, "What is the concept of a 3-second violation?" The student replied. Further create a

situational question: “Is it a violation of 3 seconds for a player to dribble and shoot in the restricted area?” Students can discuss and answer. Based on the students’ answers, continue to ask questions: “If the player is blocked while shooting in the above situation, the ball falls into the player’s hands again, and dribbles and shoots again, is it a 3-second violation?” This creates a hierarchical situational question, and as the questions continue to deepen, from shallow to deep, it continuously arouses students’ interest and exploratory learning, deepening students’ understanding and application of the 3-second violation rule.

Scenario 2: Creating a Basketball Real Referee Scene Scenario

a) During the referee internship, a scenario was created where the offense team’s ball was constantly passing or transitioning between offense and defense during the game. The three referees learned and practiced how to select positions, move, and rotate.

b) In the referee practice, create a situation in which the referee is dissatisfied with the team members and coaches when disputes arise in the game, and investigate the referee’s ability to cope with problems on the spot.

3.4.5. Example of Basketball Techniques and Tactics Application Competition Module

1) Teaching content

Improve the ability to apply basketball skills and tactics through games, group competitions, and teaching competitions. Create individual and group skill competition scenarios, as well as practical application teaching competition scenarios.

2) Situational teaching

Scenario 1: Divide students into several groups and practice dribbling to break through the left hand layup (which can increase the difficulty by floating with the left hand). Set a study and practice time. After learning and practicing, create a group skill challenge scenario. Challenge rules: Each student in the group will perform a left-handed dribble to break through the layup, calculate the number of making the basket, and the teacher will evaluate the technical standardization of the movements and give a score. The team with high scores wins and the winning group is ultimately determined.

Scenario 2: Divide into groups to pass and cut, and cooperate with the application of teaching competitions. It is stipulated that both sides are only allowed to use passing and cutting plays in the offense, and are not allowed to use other plays such as breakthrough and passing, and screening. Improve students’ understanding and practical skills in the application of passing and cutting plays.

3.4.6. Example of Basketball Teaching (Internship) Module

1) Teaching content

Basketball teaching, training skills learning, and student teaching internships. Create scenarios for different teaching objects, teaching content, teaching facilities, and unexpected events.

2) Situational teaching

Scenario 1: Create a teaching scenario for the 5th grade elementary school students in basketball class, with poor basic basketball skills, uneven levels, and limited basketball quantity. Interns are required to make reasonable use of the number of equipment, enrich teaching methods and methods, and enhance the fun of teaching content based on the internship object.

Scenario 2: Create a teaching internship where a student fails to make the basket multiple times, feeling frustrated, and developing a fear of difficulty. They will no longer practice shooting the ball. Interns are required to provide frustration education based on this situation, encourage and assist students in analyzing problems, identify the reasons for missed shots, such as unstable ball holding, incomplete shooting movements, or low shooting curves, and make targeted adjustments to their movement and practice methods.

3.4.7. Example of Basketball Games Evaluation Module

1) Teaching content

Watch teaching competitions and high-level basketball games both in and out of class, and evaluate and analyze them.

2) Situational teaching

Scenario 1: Create a competition scenario for the men's basketball final at the Tokyo Olympics. Students are required to evaluate and analyze the different technical and tactical styles, on-site performance, key player analysis, conventional tactical analysis, critical moment analysis, and turning points of both teams based on the game situation.

Scenario 2: Create a competition scenario for NBA and CBA games. Students are required to evaluate and analyze the differences and similarities in the level, technical and tactical application, player characteristics, game viewing, game broadcast and commentary of different professional leagues based on the competition situation.

3.4.8. Example of Basketball Character Cultivation Module

1) Teaching content

Cultivate students' basketball sports qualities such as fair competition, unity and cooperation, and a correct view of victory and defeat.

2) Situational teaching

Scenario 1: Create an unfavorable game scenario where our team is 5 points behind with 10 seconds left the end of the game. During the timeout period, in addition to analyzing matches and arranging techniques and tactics, teachers carry out Character education and cultivation of basketball. Require students to first establish a perseverance spirit of not giving up the competition until the last moment. Secondly, cultivate students' spirit of believing in their ability to succeed in adversity. Finally, it is necessary to cultivate students to unite and collaborate at critical moments, believing in the spirit of cooperation among teammates. Regardless of the final outcome of the competition, it is necessary to cul-

tivate students' correct view of victory and defeat, and to win without arrogance or discouragement.

Scenario 2: Create a group competition and cooperation scenario. Divide students into several groups to learn dribbling combination techniques. Require students with good skills to assist students with poor skills. The teacher will rate group members and take the average score to test the effectiveness of group learning and practice. Cultivate students' spirit of unity and cooperation.

Scenario 3: Create a "two-person three-legged" dribbling competition game scenario. Game method: Two students work in a group, tying adjacent legs with ropes and dribbling with their outer hands, starting from the baseline and returning to the midline. Require students to cooperate and strengthen unity and cooperation.

4. Conclusion

The promulgation of the new curriculum standards has certain guiding significance for the future cultivation of primary and high school teachers, and the teaching reform of basketball-specialized courses in universities, which serve as primary and high school PE teacher cultivating, also has important significance and value. By structurally adjusting the teaching content of basketball-specialized courses in universities, the teaching content is more in line with the characteristics of basketball-specialized students. Structured content avoids the previous single and flat teaching content arrangement, and emphasizes the combination of learning, practice, application of techniques and tactics, and design of unit modular teaching content. This enables students to focus on learning and mastering certain types of knowledge and skills, and consolidates and tests the effectiveness in practice. The introduction of modules such as teaching ability, basketball game evaluation, and basketball moral cultivation has made the content learned by students more in line with the requirements of the new curriculum standards. The extensive and systematic use of situational teaching enables students to better apply the knowledge and skills they have learned in practical situations.

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Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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