

# Navigating the Digital Influence: An Exploration of Internet Impact on College Physical Education

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**Abstract.** This article delves into the transformative impact of the Internet on college physical education, spotlighting its role as a pivotal catalyst amidst the swift evolution of Internet technology. The exploration intends to meticulously scrutinize the multifaceted interplay between the Internet and college physical education, providing a comprehensive analysis that spans various pivotal aspects. This includes evaluating the influence of online media on reporting within the realm of college physical education, investigating the role of online platforms in promoting and advertising physical education initiatives, assessing the outcomes of integrating Internet technology into the coordination and management of physical education events, and examining the repercussions of Internet application within the broader domain of college physical education and training. Through the discourse, the article endeavours to unveil both the latent potential and the concomitant challenges that Internet incorporation presents for the development of college physical education.

**Keywords:** college physical education; Internet media; event management; education and cultivation.

## 1 Introduction

Amidst the digital era, the Internet has not only revolutionized our daily lives but has also permeated the educational sector, notably impacting college physical education. This paper seeks to explore the multifaceted implications of this digital transformation, arguing that while the Internet has unlocked unprecedented opportunities in enhancing accessibility and diversifying educational methodologies in college physical education, it also presents a myriad of challenges that educators and institutions must navigate. Through a critical lens, we will dissect the nuanced influences of the Internet on educational delivery, event reporting and management, and student engagement, while also contemplating the hurdles of technological disparities, data security, and content credibility. By intertwining theoretical perspectives with practical instances, this exploration aims to unveil a balanced viewpoint, acknowledging the Internet as a potent tool in college physical education, whose efficacy is inherently tethered to our strategies in harnessing and mitigating its potentials and pitfalls respectively.

## **2 Influence of the internet on college physical education and training**

### **2.1 Online courses and learning resources**

The Internet exerts a significant impact on sports instruction and training in higher education. A salient aspect of this influence is the provision of extensive opportunities and increased convenience through the availability of online courses and learning resources. The evolution of Internet technology has given rise to a digital instantiation of sports programs within college settings. Online platforms provide students with access to a range of sports-related courses, from foundational sports knowledge and skills to comprehensive explorations of specialized athletic domains (Cao & Zhou, 2023)<sup>[1]</sup>. The inherent flexibility of the Internet empowers students to engage in learning at their cadence and convenience, unhindered by geographical or temporal constraints. They can select courses and learning materials that align with their interests and requirements, thereby tailoring their learning trajectory to their unique progression and contextual needs, thus achieving personalized learning objectives. Despite the limited development of online sports courses in China, due to historical issues related to course characteristics and disciplinary status, some influential courses have emerged in prestigious universities, such as 'Football Sports and Science' at Tsinghua University and 'Physical Education and Health Course' at East China Normal University (Li, Yin & Shen, 2015)<sup>[2]</sup>. Currently, online courses in university physical education are still in their infancy, with development yet to be perfected. Strategizing and guiding the development of online sports courses from various sectors have become fundamental conditions for fully utilizing online physical education teaching models.

In addition, the Internet provides a plethora of enriched learning resources in the realm of higher education sports instruction and training. Students are endowed with the capacity to access contemporary research discoveries and scholarly discourse, encompassing resources such as online libraries and academic journals. Wang (2010)<sup>[3]</sup> contends that these resources facilitate a thorough integration of sports practice, acting as catalysts for educational advancement and serving as pillars of guidance and reference.

Despite these merits, it is crucial to acknowledge the array of challenges that the influence of the Internet introduces to higher education sports instruction and training. Liang (2018)<sup>[4]</sup> suggests that online learning can inadvertently become monotonous and misalign with disciplines that require tactile, experiential learning, or interpersonal engagement. Furthermore, students in remote locations, characterized by relatively restricted access to information technology, may struggle to realize the utility of online learning resources due to difficulties with Internet accessibility and the digital divide. Consequently, a compelling need arises to identify the constraints inherent to online learning and to earnestly confront the attendant challenges. In doing so, the paramount objectives of upholding the calibre and efficacy of higher education sports instruction and training can be steadfastly ensured.

### **2.2 Virtual training and remote guidance**

The advancement of virtual training and remote guidance holds profound implications for the higher education sports sector, representing a pivotal dimension in the evolving landscape shaped by the proliferation of Internet technology. By leveraging network technology, higher education sports education and training can be seamlessly conducted through virtual training platforms,

facilitating immersive practical experiences. Within these platforms, students can participate in training sessions and exercises in simulated real-world sporting contexts, employing sophisticated technologies such as Virtual Reality (VR) or Augmented Reality (AR). This virtual training paradigm serves a dual purpose: it helps mitigate the potential risks of injuries among students and establishes a controlled and secure learning environment that fosters iterative practice and skill refinement. Furthermore, coaches can remotely monitor students' performances, provide constructive feedback and suggestions, and tailor training regimens to meet individualized requirements, thereby transcending geographical limitations and empowering students to access expert instruction and support (Zhang & Liu, 2016)<sup>[5]</sup>.

Virtual training and remote guidance have fostered heightened flexibility and personalized opportunities in higher education sports education and training. Students can engage in targeted training activities, aligning them with their unique schedules and personalized needs, while circumventing constraints such as geographical locations, venue availability, and transportation logistics. Similarly, remote guidance addresses the distinctive requisites and proficiencies of individual students, offering precisely tailored guidance to facilitate the attainment of personal objectives and skill refinement.

Nevertheless, it is crucial to acknowledge that while virtual training provides practical, experiential learning, it may not entirely replicate the tangible encounters inherent to real-world scenarios, particularly in contexts necessitating specific environmental conditions and specialized equipment (Rahimi et al., 2023)<sup>[6]</sup>. For instance, while virtual training platforms may offer a degree of interactivity, they might struggle to fully capture the nuanced experiential dimensions related to sensory perception, which encompass intricate interactive dynamics and the kinaesthetic sensations inherent to physical movements in authentic, real-world settings.

### **3 Online platforms' role in the promotion of college physical education**

#### **3.1 Official websites and social media accounts**

Online platforms assume an indispensable and pivotal function in promoting and publicizing college physical education. Official college physical education websites serve as primary conduits for disseminating information related to campus athletic programs, match schedules, sports teams, and athletes, offering comprehensive content such as match outcomes, team progress updates, athlete profiles, and coaching staff details. Not only do these websites provide convenient access to pertinent information for students, alumni, and sports enthusiasts, but they also play a crucial role in highlighting the brand identity and value intrinsic to college physical education. Through strategic design and curated content, they convey the fundamental principles, distinguished accomplishments, and collective team ethos of college physical education, while also showcasing the school's athletic facilities, historical lineage of sports teams, and longstanding traditions, thereby enhancing the overall image and recognition of college physical education (Sun & Zhang, 2021)<sup>[7]</sup>.

Social media platforms enable college physical education to amplify its promotional scope and impact by providing direct avenues for interaction between the institution and stakeholders such as students, alumni, and sports enthusiasts. Information and content related to matches can be

swiftly disseminated through these platforms, attracting heightened attention and broadening the external influence of college physical education. Additionally, social media accounts facilitate the dissemination of real-time updates and immersive engagement experiences, allowing followers to gain prompt access to current match updates and various announcements, thereby enriching their involvement with the latest developments. Moreover, social media platforms encourage the creation of user-generated content, enabling followers to contribute their photographs, videos, and insights, which enhances the promotional and publicity dimensions of college physical education and fosters heightened reader engagement and loyalty.

Nonetheless, the utilization of social media introduces specific challenges. Due to the variable quality of information on these platforms, certain content may lack robust verification processes, thereby leading to doubts about its authenticity. Moreover, information overload and uncertainty might engender scepticism among readers regarding the reliability of the presented content, thereby necessitating the cultivation of critical thinking and astute information discernment skills among the audience.

In summary, official websites and social media accounts hold paramount significance in the promotion and publicity of college physical education. While official websites act as hubs of information dissemination and platforms for projecting brand identity, social media accounts provide expanded reach, offering real-time reporting and interactive experiences, and fostering a sense of community among sports enthusiasts.

### **3.2 Online live streaming and events promotion**

Recently, various online live-streaming platforms have been gradually gaining prominence, providing a new avenue for viewing college sports competitions. Spectators can now watch these events in real-time through Internet-based live broadcasts, using computers, mobile phones, or other electronic devices, from virtually any location with a stable Internet connection. This provides significant convenience to those unable to attend in person, delivering an experience similar to that of on-site spectators, all from the comfort of their chosen settings (Gao, 2018)<sup>[8]</sup>.

A secondary advantage of online live streaming lies in its boundless potential for promoting college sports events. Unlike traditional sports event attendance, which is constrained by venue capacity and geographical limitations, online live streaming can broadcast competitions to a global audience (Han & Minjung, 2019)<sup>[9]</sup>. This not only generates considerable attention and support but also broadens the reach of audiences for various sporting events. Furthermore, colleges can leverage online live streaming to augment their brand exposure. Audiences can witness sponsor logos, promotional messages, and other branding elements associated with teams and athletes during live broadcasts, contributing to heightened brand recognition and visibility.

In conclusion, online live streaming and event promotion play pivotal roles in the publicity and marketing of college sports. By providing real-time viewing experiences, expanding viewer demographics, enhancing brand exposure, fostering social interaction, and facilitating the promotion of sporting events, these strategies collectively exert substantial influence on the effective dissemination and promotion of college sports.

## **4 Role of internet technology in college sports events organization and management**

### **4.1 Online enrolment and results management system**

Internet technology has significantly influenced the orchestration and management of college physical education events. Online enrolment systems offer participants the convenience and practicality of efficiently completing the enrolment process. This digitized approach streamlines the procedure, reducing reliance on traditional paper-based forms and postal services, and providing participants with a user-friendly and streamlined enrolment experience. Furthermore, online enrolment systems facilitate the automated handling of enrolment information. Vital details concerning participants, including personal information and selected events, can be systematically stored and organized within the system. This capability enables organizers to manage participant data and statistical insights proficiently, enhancing the efficiency of operational processes.

Regarding the results management system, it can autonomously record and compute the outcomes of sporting competitions. This platform meticulously records participants' performance results and swiftly calculates rankings by utilizing electronic timing mechanisms, sensors, and scoring systems. This enhancement bolsters the precision and efficiency of result documentation, while concurrently minimizing the potential for human errors. Additionally, the results management system enables the instantaneous dissemination of outcomes. Once recorded and computed, results can be promptly disseminated through the network infrastructure, providing participants, spectators, and pertinent stakeholders with immediate insights into competition outcomes and rankings. This expedites the attainment of transparency and impartiality within the event. Moreover, the results management system can facilitate basic data analysis and quantitative statistical computations. By aggregating and structuring competition result data, the system can generate comprehensive reports, illustrative charts, and statistical information, thereby facilitating organizers in assessing performance, participant progression, and the analysis of trends<sup>[10]</sup>. The implications of such data are pivotal in formulating enhancement strategies and elevating the calibre of the sporting event.

The impact of Internet technology on the organization and management of college physical education events has been overwhelmingly constructive. With the support of network systems, the enrolling procedure for sporting events has been transformed, enhancing expedience and precision. The results management system has been instrumental in automating the computation and immediate dissemination of outcomes, amplifying the accuracy and efficiency of result management. These technological advancements empower event organizers to effectively steer and propel college physical education events, thereby enhancing the overall experience for participants and spectators alike.

## **5 Potential and challenge**

The Internet harbours significant potential across various crucial aspects of college physical education. Firstly, it avails a wealth of educational resources through online courses, enabling students to embark on a journey of independent, comprehensive learning at their own pace.

Secondly, it has the capacity to expand the scope and audience base of campus sports events. Online live streaming and Internet-based event promotion can attract wider participation and support from individuals both within and beyond the campus community. Thirdly, it contributes to the sustainability of sports events by providing commercial prospects, such as sponsor advertisements and brand exposure, thereby augmenting revenue streams and enhancing the opportunities for sustained development. Finally, it facilitates the streamlined management and organization of courses and events. The integration of Internet technology enhances the operational efficiency of college physical education courses and simplifies the management of sports events.

However, several challenges warrant meticulous consideration. Firstly, the technical requisites and costs associated with Internet technology are notable. Establishing the requisite technological infrastructure and allocating resources could pose challenges for certain educational institutions or organizations. Secondly, issues concerning network stability and bandwidth limitations assume critical significance during online live streaming and event promotion. Unstable network connections or inadequate bandwidth could detrimentally impact the audience's viewing experience. Thirdly, ensuring data security and safeguarding privacy is paramount when conducting online enrolment, results management, and data analysis. Prudent measures must be adopted to protect the personal information of participants and viewers<sup>[11]</sup>. Lastly, the proliferation of misinformation and concerns related to credibility on online platforms present hurdles to the authenticity and reliability of college physical education event reporting and promotion. Therefore, although Internet technology holds substantial promise within college physical education, addressing these challenges becomes imperative to fully harness its potential and ensure a positive, impactful integration into the educational landscape<sup>[12]</sup>.

## 6 Conclusion

In conclusion, the Internet has had a profound impact on college physical education, touching on education, reporting, and event management. It has facilitated access to online resources, provided flexible learning environments, and personalized coaching through virtual training. In the realm of reporting, it has enabled efficient broadcasting of authentic information, with social media enhancing engagement. When it comes to event management, network technology has improved precision and practicality, making events more visible.

However, there are challenges, such as technical requirements, costs, data security, and privacy concerns. Overcoming these hurdles requires collaboration among stakeholders to maximize the benefits of network technology while ensuring continued progress in college physical education.

Ultimately, network technology serves as a catalyst for expanding the reach of college physical education, increasing participation, and amplifying the impact of sporting events. As technology continues to evolve, its influence on college physical education is poised to grow and diversify further.

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