

# Research on the Evaluation of University Cheerleading Courses Based on Core Literacy

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**Abstract:** *Based on core competencies, this article conducts research on the evaluation of cheerleading courses in universities. Firstly, it delves into the key role of core competencies in the curriculum, followed by an analysis of the value of evaluating cheerleading courses in universities, including promoting teaching reform, strengthening teacher-student interaction and communication, enhancing teacher professional skills, and improving teaching management levels. Subsequently, the existing problems in the current evaluation were discussed, including simple methods, one-sided functionality, and subject confusion. Finally, a "cheerleading" course evaluation system was constructed based on core competencies, including the scientific formulation and allocation of evaluation indicators, reasonable design of evaluation structure, and implementation strategies. Specific strategies include teacher evaluation and student evaluation to promote the quality improvement of cheerleading courses in universities.*

**Keywords:** *core literacy, university cheerleading, course evaluation*

## 1. Introduction

The physical education curriculum in universities is an important place to cultivate students' sports knowledge, skills, and methods, as well as to improve the core literacy of the physical education discipline. Among them, the setting of cheerleading courses has a significant impact on stimulating students' interest in sports, improving their physical fitness, cultivating teamwork spirit, and shaping their resilient willpower. In addition, this course also helps to cultivate students' ability to appreciate, experience, and appreciate beauty, showcasing their youthful vitality and sunny charm. The core literacy concept proposed by the Ministry of Education in 2014 emphasizes the comprehensive development of students' comprehensive qualities and points out the direction for basic education in China. Subsequently, the Ministry of Education launched the research and development of "Core Literacy for Chinese Student Development" in 2016 to meet the physical fitness needs of Chinese students. In 2022, the Ministry of Education issued the "Compulsory Education Curriculum Plan and Curriculum Standards" to ensure the implementation of core competencies. The evaluation of cheerleading courses in universities should be based on core competencies and comprehensively consider the performance of students in terms of knowledge, abilities, emotions, and attitudes. By constructing a scientific evaluation system, we can promote classroom teaching reform, enhance teacher-student interaction, enhance teacher professional level, and improve the level of teaching management. This evaluation system can not only solve the problems of simplification, one-sided functionality, and subject confusion in existing evaluation methods, but also more comprehensively reflect the development status of students in cheerleading courses, thereby cultivating students with more core competencies.

## 2. Related Overview

### 2.1 Core competencies

Core literacy is a necessary character and key ability for students, aimed at cultivating comprehensive literacy to meet the needs of social development. This concept emphasizes integrity, enabling students to possess high-level literacy, adapt to complex social environments, and possess a strong spirit of lifelong learning and innovation. Core literacy includes humanistic care and cultural heritage, cultivating students' basic abilities, emotional attitudes, and value orientations towards

humanistic thinking. Emphasizing the cultivation of scientific thinking and innovative abilities, enabling students to possess rational thinking and scientific spirit, think more deeply and broadly about problems, and stimulate their innovative potential. Core literacy focuses on the independent development of students, cultivating their ability to manage learning and life, discover self-worth, adapt to environmental changes, and achieve more possibilities. At the same time, pay attention to the participation and responsibility of students in society, cultivate their sense of social responsibility, and promote the common development of individuals and society.

## ***2.2 The value of evaluating cheerleading courses in universities***

### ***2.2.1 Promote innovation in classroom teaching of "cheerleading"***

Cheerleading, as a popular sport among young students, its curriculum evaluation is crucial. Evaluation is not only a superficial examination of the curriculum, but also an in-depth analysis and reflection, which contains profound value in promoting teaching reform. Through a precise and comprehensive evaluation system, it can effectively promote the innovation of cheerleading classroom teaching. This in-depth evaluation focuses on the cultivation of core competencies such as teamwork, leadership, and creativity among students, which is a profound reflection on course objectives, teaching methods, and means. While receiving evaluations, teachers should also examine their teaching philosophy and guide students to participate and experience the charm of cheerleading more deeply, making classroom teaching more attractive and infectious. The value of the evaluation of "cheerleading" courses in universities lies in its motivating effect on the development of individual students and the overall team. Through evaluation, students understand their strengths and weaknesses in skills, teamwork, and other aspects, and engage in personalized learning and improvement. Evaluation helps cultivate students' self-awareness and teamwork spirit, and stimulates their interest in cheerleading. The overall team recognizes the importance of common goals in evaluation, enhances collective cohesion, and promotes overall performance improvement. Through evaluation, the school can discover and cultivate students with outstanding talents in cheerleading, providing more exciting performances for campus cultural activities. The introduction of evaluation also helps to improve the level of physical education in schools, promote the diversified development of campus culture, and form a positive and upward school atmosphere [1].

### ***2.2.2 Strengthen interaction and communication between teachers and students***

When conducting course evaluations, it can help to gain a deep understanding of the strengths and weaknesses in the teaching process. Whether it is teaching content or teaching methods, evaluation provides timely opportunities for improvement in subsequent teaching. During this process, teachers can continuously optimize teaching methods and means, polish efficient teaching experiences, and enhance their professional level; And students also benefit greatly from this, being able to learn more professional and systematic technical skills. Taking technical cheerleading as an example, its performance not only presents a healthy and energetic dance, but also includes high difficulty technical movements, such as throwing and catching. The base and the tip need to work together harmoniously, and the tip is caught by the base after completing specific movements, and different difficulty movements must be performed simultaneously. This includes route movement, flexible use of venues, and variable formation, all of which require teachers and students to undergo countless training and adjustments in order to master proficiently. In classroom teaching and training practice, teachers should aim for perfect motor skills and guide students to deepen communication and cooperation. Teachers should not only demonstrate high-level performance skills in the classroom, but also guide students to cultivate a diligent training attitude, a spirit of unity and progress, and close cooperation through practical practice. This interactive process helps to cultivate team cohesion and centripetal force, thereby driving continuous improvement in overall performance [2].

### ***2.2.3 Improve the professional level of cheerleading teachers***

Evaluation is not only a monitoring of students' learning process, but also a catalyst for teachers to improve their professional level. By conducting a systematic evaluation of teaching elements, processes, and outcomes, we can delve deeper into the teaching abilities of teachers and promote their continuous innovation and progress. Evaluation provides teachers with an opportunity to deeply understand the advantages and disadvantages of teaching. By obtaining, researching, and integrating information, teachers can have a clear understanding of their performance in classroom teaching, examine existing problems, and find directions for improvement through evaluation feedback. This reflective consciousness is the source of teaching innovation. By continuously optimizing teaching methods and

improving the interpretation and grasp of the "cheerleading" course, teachers can better guide students and stimulate their learning interest. Evaluation also helps teachers strengthen communication and cooperation with peers. By evaluating the teaching process, teachers can use feedback from evaluations to discuss issues with other educators, share insights, promote the construction of professional communities, and form scientific teaching concepts and methods. Through interactive information sharing, teachers can learn from various experiences and improve their professional competence. Evaluation, as a standardized means of educational management, stimulates teachers' awareness of self-directed learning. Faced with the evaluation results, teachers not only see their own advantages, but also recognize the shortcomings that exist. This self-awareness encourages teachers to actively seek professional training and further education to enhance their overall quality. Evaluation is not only a form of feedback, but also a driving force for teachers to surpass themselves. Through continuous learning, teachers can better adapt to changes in the educational environment and continuously improve their teaching level [3].

#### ***2.2.4 Improve the level of teaching management work***

The introduction of evaluation provides a powerful promotion and improvement mechanism for teaching management. Through evaluation methods, universities can have a more comprehensive and objective understanding of the advantages and disadvantages of teaching management in cheerleading courses. In terms of teaching management, through evaluation, managers can clearly understand the comprehensive performance of course organization and coordination, student participation, resource allocation, and other aspects. In the management process of cheerleading courses, evaluation feedback can provide valuable information for managers to improve course plans more targeted, optimize student activity organization, allocate teaching resources reasonably, and improve overall management efficiency. On the other hand, evaluation also helps to formulate more scientific and reasonable teaching management policies. By evaluating teaching management work, managers can gain a deeper understanding of the interaction between teachers and students, the actual effectiveness of management strategies, and develop more practical and operational management policies that meet practical needs. This precise policy formulation will make cheerleading courses more efficient in organization and management, providing students with more comprehensive teaching services. Under the guidance of evaluation, teaching managers can also strengthen communication and cooperation with teachers. By analyzing the evaluation results, managers can provide targeted guidance to teachers, help them improve teaching methods, stimulate students' interest in learning, and thus form a more harmonious teacher-student relationship. In the process of teacher professional development, evaluation is not only a monitoring tool, but also a supporting tool, enabling teachers to better complete teaching tasks and improve overall teaching level under the guidance of managers [4].

### **3. The current situation of the evaluation of "cheerleading" courses in universities**

#### ***3.1 The evaluation method is simple***

In the current cheerleading courses in universities, the evaluation method is mainly based on final exams, but this single evaluation method appears too simple and difficult to comprehensively evaluate students' physical and mental health, practical problem-solving ability, and innovative potential. The final exam only focuses on the moment of the end of the semester, and cannot reflect the learning process and progress of students throughout the semester, making it difficult to comprehensively and accurately present the evaluation results of students' true level in cheerleading courses. In addition, some universities tend to overly rely on dance routines for assessment, with a narrow focus on evaluation and neglecting other important qualities and abilities exhibited by students in the curriculum. This evaluation method that focuses on specific skills limits the space for students to fully develop in cheerleading courses, and cannot effectively stimulate their innovative awareness and learning enthusiasm. This simple evaluation method not only affects the enthusiasm of students to participate, but also to some extent reflects the shortcomings in the management of cheerleading courses in universities. The lack of diversified evaluation methods and comprehensive evaluation systems makes it relatively weak to evaluate the comprehensive quality of students, making it difficult to provide them with more diverse development opportunities. This not only restricts the comprehensive growth of students in cheerleading courses, but also limits the further improvement of the course [5].

### ***3.2 One sidedness of evaluation function***

The current evaluation mechanism is often limited to the standardization of technical movements and the degree of completion of dance routines, ignoring the comprehensive consideration of students' overall quality. This one-sided evaluation function makes the evaluation of cheerleading courses more inclined towards the performance of a single skill, which cannot truly reflect the multifaceted development and subject literacy of students in the course. Course evaluation focuses on evaluating technical actions and routines, while neglecting the physical and mental health status of students. The current evaluation methods focus too much on external performance, neglecting the physical fitness exercise of students in the curriculum, and lacking evaluation of their overall health status. This one-sided evaluation cannot truly reflect the physical changes and health level of students during exercise, thus affecting the understanding of their overall quality. The evaluation function focuses too much on the completion level of dance routines, while neglecting the innovation and expressive power of students. Cheerleading is a course that combines artistic and sports elements, and should focus more on cultivating students' creativity and expressive abilities. However, the current evaluation methods often lead students into a vicious circle of pursuing perfect deduction of routines, weakening their development space in innovation and expression. The one-sidedness of the evaluation function has also led to the neglect of soft skills such as team collaboration and leadership. Cheerleading courses are essentially a group sport that requires students to complete various movements and choreography in collaboration. However, existing evaluation methods do not fully consider students' performance in team collaboration and lack evaluation of their soft skills such as leadership and communication skills [6].

### ***3.3 Confusion of evaluation subjects***

A significant issue in the current evaluation of cheerleading courses in universities is the confusion of evaluation subjects. The current evaluation system has a phenomenon of confusion and unclear coverage of evaluation subjects, which makes it difficult to accurately reflect the actual level and performance of students in the evaluation results. The evaluator overly relies on teacher observation and neglects the importance of student self-evaluation and peer evaluation. The current evaluation mechanism often takes the subjective observation of teachers as the main evaluation method, and less considers students' own cognition of learning outcomes and peer interaction evaluation. This makes the evaluation results subject to the subjective judgment of teachers, making it difficult to objectively and comprehensively understand the true performance of students in cheerleading courses. The evaluation subject failed to clearly separate the evaluation of the teaching team and individual students. Cheerleading is a group activity, and evaluation tends to focus more on evaluating overall performance, but pays less attention to evaluating the individual development and progress of individual students. This confusion of evaluators has led to a vague assessment of individual strengths and weaknesses of students, making it difficult to provide effective guidance for personalized development. In addition, the confusion of evaluation subjects is also reflected in the formulation of evaluation standards. The current evaluation system fails to clearly distinguish evaluation standards at different levels, making it difficult for evaluators to reach consensus on specific standards. This confusion makes it difficult for students to have a clear direction in the course and accurately understand their development needs in different aspects [7].

## **4. Construction of a "Cheerleading" Course Evaluation System Based on Core Literacy**

### ***4.1 Scientific formulation and allocation of evaluation indicators***

The scientific formulation and allocation of evaluation indicators are crucial in building a cheerleading course evaluation system based on core competencies. It is necessary to clarify the core goal of the "cheerleading" course, which is to cultivate students' core competencies for comprehensive development in physical exercise, including physical fitness, teamwork, innovation ability, and other aspects. Therefore, evaluation indicators should encompass the specific manifestations of these key competencies. According to the physical fitness of students, indicators such as proficiency in prescribed movements, leadership ability, and classroom performance can be set. This helps to comprehensively evaluate students' physical coordination, flexibility, and mastery of motor norms in cheerleading. Through reasonable weight allocation, ensure that all indicators play a balanced role in the evaluation, without neglecting any aspect. Teamwork is one of the important values of cheerleading courses. In

order to objectively evaluate the performance of students in the team, cooperation and communication can be regarded as an important evaluation indicator, including the cooperative attitude and willpower of students in the classroom. It helps to cultivate students' teamwork spirit in collaborative assignments and improve the overall collaborative efficiency of the team. In order to assess students' innovation ability, the indicators of independent innovation creation can be included in the evaluation system, specifically covering the completion rate and self-evaluation of self created exercises. This helps to stimulate students' creative thinking and cultivate their independent thinking and innovative expression abilities in cheerleading. In terms of teacher evaluation, indicators such as prescribed routines, leadership skills, classroom performance, theoretical knowledge, and attendance can be used to comprehensively understand students' mastery and participation in the entire semester. By setting weights, ensure that the evaluation of various indicators is more fair and scientific overall [8].

#### ***4.2 Reasonable design of evaluation structure***

The reasonable design of the "cheerleading" course evaluation system based on core competencies is the key to ensuring a comprehensive evaluation of students' comprehensive qualities. When constructing an evaluation structure, the six constituent elements of core competencies in physical education should be considered, fully combining semester teaching plans, content arrangements, and ability development goals, with the aim of cultivating the thinking of college students in the new era as the guidance. To ensure the scientificity and practicality of the evaluation system, it is recommended to use flexible and diverse evaluation methods, emphasizing the overall performance of student groups and the comprehensive assessment of various factors such as individual student strengths and progress. The importance of indicators such as prescribed actions, leadership ability, classroom performance, theoretical knowledge, and attendance was highlighted through two dimensions: teacher rating and student rating. This hierarchical and multi angle design helps to deeply explore the performance of students in the "cheerleading" course, while providing teachers with richer evaluation information, making the evaluation more targeted and reference oriented. To make the evaluation more comprehensive, multiple methods such as peer evaluation between student groups, joint evaluation between teachers and students, peer evaluation within student groups, teacher evaluation, and student self-evaluation can be introduced to promote comprehensive evaluation. This design not only helps students develop comprehensive qualities, but also increases their sense of participation and enthusiasm, and stimulates their interest in learning. In addition, the real-time feedback mechanism of evaluation results is an important component of the rational design of evaluation structures. Timely feedback helps students understand and correct their own problems early on, while also allowing teachers to flexibly adjust teaching strategies to better meet the needs of students [9].

#### ***4.3 Implementation strategy of evaluation system***

##### ***4.3.1 Teacher evaluation***

In the implementation of the "cheerleading" course evaluation system, teacher evaluation is a crucial part. It is recommended that teachers not only focus on the proficiency, standardization, and coordination of student movements in the evaluation of prescribed actions, but also pay attention to the uniqueness of individual expression of students. To this end, meticulous evaluation criteria can be introduced to conduct more specific analysis of the intensity, beauty, emotional expression, and other aspects of actions, in order to comprehensively grasp the performance of students. Encouraging language is a positive way of evaluating leadership skills, which helps to stimulate students' learning enthusiasm. Teachers can fully affirm the positive attitude and willpower of students in oral evaluations, while providing constructive suggestions to help students better demonstrate their leadership abilities. In terms of classroom performance, it is recommended that teachers pay attention to observing multiple aspects of the entire cheerleading teaching process of students, including learning attitude, participation, confidence display, cooperation ability, expression organization, and creativity. For this purpose, teachers can establish detailed evaluation standards and objectively evaluate students' comprehensive performance by comprehensively examining various indicators. For the assessment of theoretical knowledge, different forms of exams can be used, including both answer sheets and oral responses. Finally, in terms of attendance, it is recommended that teachers use real-time recording to ensure accurate understanding of student attendance. It can be done through electronic roll call systems or other convenient methods to improve the efficiency of attendance work [10].

### 4.3.2 Student evaluation

Student evaluation, as an important component of the "cheerleading" course evaluation system, its implementation strategy is crucial. It is recommended to emphasize autonomy and participation in the process of student evaluation. By establishing student evaluation groups, each group collaborates with each other and is jointly responsible for evaluating prescribed actions, self choreographed exercises, and other aspects. To stimulate students' autonomy, it is possible to guide them to engage in in-depth discussions based on personal experience, observations, and insights gained during the learning process. Through group cooperation, not only does it promote students to have a deeper understanding of the "cheerleading" course, but it also cultivates teamwork and communication skills. To ensure the objectivity of the evaluation, it is recommended to introduce diversified evaluation methods. In addition to peer evaluation among student groups, a multi-level and multi perspective evaluation system can be formed through joint evaluation between teachers and students, student self-evaluation, and other methods. It is necessary to emphasize the timely feedback of evaluation results. In order to enable students to timely obtain information in the evaluation results, it is recommended to establish a dedicated feedback mechanism to timely communicate the evaluation results to students. Through regular feedback meetings or individual tutoring, teachers can have in-depth communication with students, discuss evaluation results, and jointly identify problems and areas for improvement. In order to cultivate students' independent innovation ability, a dedicated innovation reward mechanism can be established to encourage students to demonstrate unique creativity and style in their self choreographed exercises.

## 5. Conclusion

Core literacy, as the basis of evaluation, not only concerns the physical and mental health and comprehensive development of students, but also directly affects the improvement of teaching quality. In cheerleading courses in universities, the problems of simple evaluation, one-sided functionality, and confusion of subjects restrict the development of the course. Therefore, it is particularly urgent to build an evaluation system based on core competencies. By scientifically formulating and allocating evaluation indicators, designing evaluation structures and implementing strategies reasonably, the development of cheerleading courses can be better promoted. In the implementation strategy of the evaluation system, teacher evaluation and student evaluation are important components, playing a key role in promoting teaching innovation and comprehensive development of students. In terms of teacher evaluation, evaluating prescribed actions, leadership abilities, classroom performance, and other aspects can help improve the professional level and teaching management level of teachers. Student evaluation, on the other hand, relies on intra group and inter group evaluations to better stimulate students' learning enthusiasm and innovation, cultivate teamwork and communication skills.

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