

## Retraction

# Retracted: Use IoT in Physical Education and Sport in China Schools

### Wireless Communications and Mobile Computing

Received 26 September 2023; Accepted 26 September 2023; Published 27 September 2023

Copyright © 2023 Wireless Communications and Mobile Computing. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

In addition, our investigation has also shown that one or more of the following human-subject reporting requirements has not been met in this article: ethical approval by an Institutional Review Board (IRB) committee or equivalent, patient/participant consent to participate, and/or agreement to publish patient/participant details (where relevant).

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

### References

- [1] Y. Liang, H. Guo, and H. Yi, "Use IoT in Physical Education and Sport in China Schools," *Wireless Communications and Mobile Computing*, vol. 2022, Article ID 8133279, 8 pages, 2022.

## Research Article

# Use IoT in Physical Education and Sport in China Schools

Yongqing Liang <sup>1</sup>, Han Guo,<sup>1</sup> and Huiheng Yi<sup>2</sup>

<sup>1</sup>College of Physical Education, Qiqihar University, Qiqihar 161006, China

<sup>2</sup>School of Mechanical and Electrical Engineering, University of Electronic Science and Technology of China, Chengdu 611731, China

Correspondence should be addressed to Yongqing Liang; 19409056@masu.edu.cn

Received 16 July 2022; Revised 1 August 2022; Accepted 22 August 2022; Published 5 September 2022

Academic Editor: Hamurabi Gamboa Rosales

Copyright © 2022 Yongqing Liang et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

While the school sports program model is typically established in secondary schools, it has received much less attention paid to physical training at the university. In this study, 110 Chinese university students were split into six groups. One group used sport education, and the other used a more traditional teacher-directed approach. Pupils were tested on how well they could play games, how well they did, and how much they knew. All of the people got better over the course of a 16-week period. People who went to sports high school got better grades than people who did not go to sports high school. Students may be encouraged to achieve the goals of Chinese university physical education by the highlights of sport education that have been displayed to spur understudies in past investigations (for example, being important for a group, contending in a way that is formatively suitable, and taking on different jobs). PES might have the option to make a one-of-a-kind commitment to the improvement of youngsters' fundamental development abilities and actual capacities, which are significant antecedents to partaking in later way of life and donning proactive tasks further down the road. Interactive abilities and conduct, confidence, and preschool perspectives might benefit from outside input when they are introduced in the correct manner. At times, they can likewise assist with scholastic and mental turn of events. Audit: many of these advantages will not come from simply participating in sports. They will be influenced by the way students and their teachers, parents, and coaches who work with them work together. Physical activities that take place in environments that emphasise positive experiences, diversity, and everyone's involvement and that are run by teachers and coaches who are committed and trained, as well as parents who are supportive and informed, can have a big impact on how these activities turn out and how likely they are to have positive effects.

## 1. Introduction

Physical education programs: quality PE through positive sports practices was written by Daryl Siedentop in 1994, and this was the first time that the sport education paradigm was shown to the physical education field. Siedentop thought that the way sports were taught in school physical education did not include the things he thought made students excited and involved in sports outside of school. This thought led to the whole idea of sport education. The way sport was taught in physical education had become "decontextualized," he said. This meant that students had an unreal experience that made them feel bored and unchallenged. (i) The idea of a team that stays together and (ii) meaningful, important competitions were two of the main things Siedentop looked at when he came up with sport education. These

contests make the experience more meaningful, so they are taken seriously and with a lot of emotion. Siedentop et al. [1–5] said that "the idea of the persisting team is one of the most fundamental and nonnegotiable aspects of sport education (R., 1997). Whereas in most physical education settings, teams are formed only for the duration of a game, in sport education students not only play together but also practice skills, develop tactics, and complete administrative tasks as a team." Researchers have also found that team affiliation is one of the best parts of the model. The way sport was taught in physical education had become "decontextualized," he said. This meant that students had an unreal experience that made them feel bored and unchallenged. (i) The idea of a team that stays together and (ii) meaningful, important competitions were two of the main things Siedentop looked at when he came up with sport education. These

contests make the experience more meaningful, so they are taken seriously and with a lot of emotion [6]. In the same way that Siedentop et al. [1] commented, “the idea of the persisting team is one of the most fundamental and nonnegotiable aspects of sport education [11]. Whereas in most physical education settings, teams are formed only for the duration of a game, in sport education students not only play together but also practice skills, develop tactics, and complete administrative tasks as a team.” Researchers have additionally observed that group alliance is probably the most amazing aspect of the model [7–12].

Sport education believes that opposition is a significant piece of the game insight. Notwithstanding, as opposed to the lose-lose gain thought that many individuals have, rivalry in the model is characterized as the quest for greatness, not a lose-lose gain. The opposition presently is with oneself to develop a past norm or execution. For this to be genuine, nonetheless, thought testing oneself against someone else or group is significant. Sport education, on the other hand, encourages competition, not against a specific opponent, but as a way to learn.

This describes the architecture of IoT Football, includes the case study that will be used in the development of the IoT Football application, and then describes the components and technologies in the IoT Football application, the technologies needed in IoT Football, including the components required to build a dependable IoT-based application. A few potential challenges for this proposal’s execution in practice are highlighted which comes to a conclusion and offers guidelines for future work [13].

Such claims have been criticised because they do not have any evidence to back them up and because they confuse policy rhetoric with scientific evidence. People who write this paper are going to look at some of the scientific evidence that shows how PES can help both kids and schools [20]. In order to do this, it will use a framework and some of the data from a recent Chinese research project, which looked at statements of goals and standards from more than 50 countries, as well as Chinese curricula. Findings suggest that the results of PES can be thought of in terms of how children grow in five areas:

- (i) Physical
- (ii) Lifestyle
- (iii) Affective
- (iv) Social
- (v) Cognitive

## 2. Physical Development

PES in school is the main place in society where children and young people learn how to move and get exercise. For many kids, being active is the main thing they do at school, either through PES programs or after-school programs. There is some evidence that for more and more kids, school is the only place where they can get regular, structured physical activity. This is because parents are worried about the safety

of their kids when they play games outside of school. As a result, school-based PE gives qualified, accountable teachers the chance to teach physical activities and healthy habits in an organized manner to all children in a protected and strong climate.

The actual medical advantages of being dynamic consistently have been notable for quite a while. These sorts of exercises are connected to a more extended and better personal satisfaction, less gamble of numerous infections, and numerous mental and passionate advantages [22]. There is likewise a great deal of examination that shows that latency is one of the primary driver of death, handicap, and a lower personal satisfaction in the created world. Proof is beginning to show that actual work is great for a ton of things that influence children’s actual wellbeing, similar to diabetes, hypertension, bone wellbeing, and corpulence.

## 3. Lifestyle Development

Physical inactivity has been identified as a major risk factor for coronary heart disease, as well as an early death and obesity risk factor. PES programs, which are one of the only ways to ensure that all children engage in physical activity, have been proposed as a means to encourage the next generation of people to be more active.

Active adolescents have no idea how to become active adults. However, research indicates that a variety of factors contribute to physical exercise being a part of a healthy lifestyle. There is evidence that good habits established in childhood are frequently maintained throughout adulthood [23]. How much physical exercise a person engages in habits stay the same over time is not clear. The Amsterdam Growth Study did not find any evidence that physical activity was tracked between the ages of 13 and 27 years in the study. Other studies, on the other hand, say that being active as a child lasts into old age.

## 4. Social Development

The idea that PES help young people grow up positively has been around for quite a while. PES settings are believed to be a decent spot to be on the grounds that both regular and arranged social cooperation occurs and on the grounds that the public idea of interest generally makes both socially adequate and unsocially satisfactory conduct clear. The exploration on the connection among PES and social turn of events is not clear [25]. Prosaically, it does not seem to be the case that engaging with people does not always make their behaviour better, and there is even evidence that in some cases, it can make it worse. However, many studies have shown that well-organized and presented activities can help young people become more prosocial and even help them stop behaving in an antisocial or criminal way.

## 5. Discussion

There has never been a study done on sport education that used an experimental design. In this study, participants were put into groups at random. It was the goal of the study to see

TABLE 1: Participant information and school context.

Teacher	Gender	Year of teaching schools	School type	Size of schools
Chuan	Female	20	Partnership	100-01
Hongkong	Male	15	Private	10012
Haojon	Female	46	State-funded	4611
Hauichaun	Male	13	Partnerships	1301
Juan	Female	46	State-funded	1135
Ting	Male	11	State-funded	631
Lin	Male	40	Private	1110
Wnjo	Female	46	Partnerships	1650

TABLE 2: Descriptive statistics.

	N	Minimum	Maximum	Mean	Std. deviation
Years of teaching	22	1.00	5.00	2.4091	1.18157
Benefits of physical education and sports in schools	22	1.00	2.00	1.2727	0.45584
Valid N (listwise)	22				

TABLE 3: Statistics.

	Name of teacher	Gender of teacher	Years of teaching	Benefits of physical education and sports in schools
N				
Valid	22	22	22	22
Missing	0	0	0	0
Median			2.0000	1.0000
Std. deviation			1.18157	0.45584

how the model affected university students' ability to play volleyball and their knowledge of the subject [26]. As a quick summary, students in all groups improved statistically significantly on all metrics except passing, which was not the case for the traditional instruction group. Students in the group of sport education, on the other hand, made a lot more progress across the course.

*5.1. Game Performance.* People who looked at earlier studies of sport education hypothesised that the model's success in improving students' abilities and games was due to the students' ability to work on the subject for a longer period of time than is normal in physical education programs [14–16]. On the other hand, these studies lacked a control group since they lacked a baseline against which to compare them [17, 18]. When this feature was included in the model's research, it was discovered that both groups of pupils achieved significant development. However, students who took the sport education class consistently outperformed their peers who took a more traditional, teacher-led class. This study corroborates those findings.

If sufficient practice time is available, all students can improve their game performance (regardless of the type of training they receive), as Rink et al. point out. Miller believes that a volume of intervention more than eight hours, or 10 sessions, appears to be a common cutoff for significant

TABLE 4: Gender of teacher.

	Frequency	Percent	Valid percent	Cumulative percent
Valid				
Male	14	63.6	63.6	63.6
Female	8	36.4	36.4	100.0
Total	22	100.0	100.0	

changes in performance. As far as I know, it was passed in this study.

*5.2. Skill Development.* For both groups of students, volleyball skills got better. The sport education students, on the other hand, saw a lot more improvement. Before, this was not the case [19]. This might be because of how skill has been measured. We think this might be the case. Game-like tasks were used in this study because they were similar to actions that were needed in games. Even though this study did not measure things like bunch attachment, there is proof from past work with college understudies that the alliance and long haul group participation innate in sport education is a major variable in how genuine understudies are about their work [20, 21]. In Chinese actual training settings, we have observed that teachers report that understudies in sport

TABLE 5: Years of teaching.

		Frequency	Percent	Valid percent	Cumulative percent
Valid	15 or less than 15	5	22.7	22.7	22.7
	16 to 20	8	36.4	36.4	59.1
	21 to 25	6	27.3	27.3	86.4
	26 to 30	1	4.5	4.5	90.9
	31 to 35	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

TABLE 6: Benefits of physical education and sports in schools.

	Frequency	Percent	Valid percent	Cumulative percent
Valid				
Yes	16	72.7	72.7	72.7
No	6	27.3	27.3	100.0
Total	22	100.0	100.0	

tal) and inspirational perspective and interest (enthusiastic) [22–25].

5.3. *Knowledge.* There have been a lot of studies that say that students who officiate games in sport education learn more about the declarative and procedural knowledge they have about the sports they play when they get to do that job. In this review, it was seen that as with sufficient opportunity, understudies would gain ground. Notwithstanding, the fundamental contrast between sport education and customary guidance is that understudies need to put this information to utilize when they are directing games or games (instead of as a review practice toward the finish of the course). It has been shown that college understudies who assume these parts are very active in their work. Students are “active” if they keep an eye on the ball, keep track of what is going on, make sure the rules are being followed, and use the whistle decisively [28]. The students in sport education are not just playing games, though. They are also active observers when they are in charge of games. Playing games and watching other students play them may help students become more tactically aware and learn more about the content they are learning. When you are a game official, students might think about things like the following. “If I were on the court, where would I have hit the ball?” “What decision would I have made?”

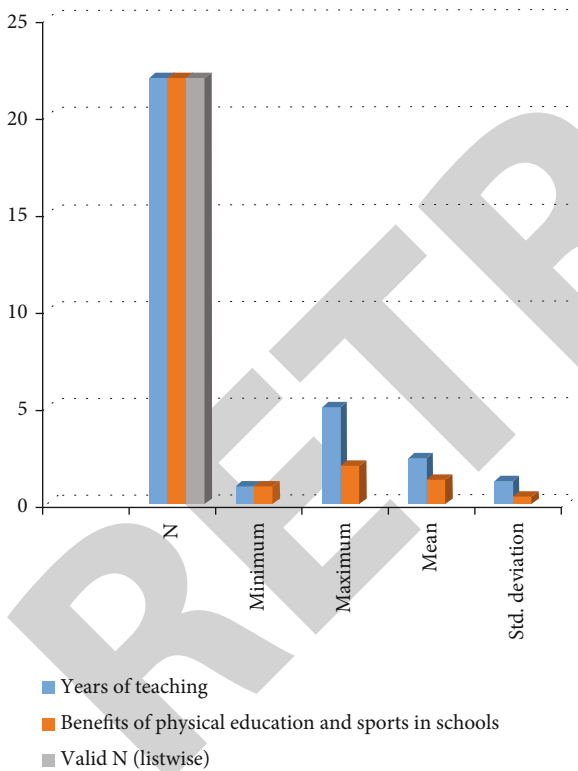


FIGURE 1: Descriptive value in graphical form.

education settings are more drawn in than in different settings [19] [27]. Commitment is an intricate idea that incorporates social, mental, and passionate and full of feeling components. Regardless of whether gatherings had similar degree of conduct commitment, the mental and enthusiastic perspectives would be higher in sport education circumstances. These are things about poise and speculation (men-

## 6. Research Methodology

The exploration plan for this review depended on Charmaz’s (2014) grounded hypothesis and depends on a constructivist point of view that sees information as socially developed, emotional, and challenged. The objective is to give an exceptional gander at how changes in the educational plan were taken up and answered by PE instructors before. In this way, our conversation depends on our examination of how PE educators had an outlook on the change cycle. The Beijing Sport University gave the review the approval [30]. This is the manner by which six PE educators from 6 optional schools chipped in and consented to participate in the concentrate before all else. The principal creator talked with them about the review.

For our review, we asked 137 auxiliary schools in Nuan-yang city (a pen name) the north of central area China to finish up a structure. Perceive how actual training and sports have an effect in the manner kids learn. Snowball inspecting

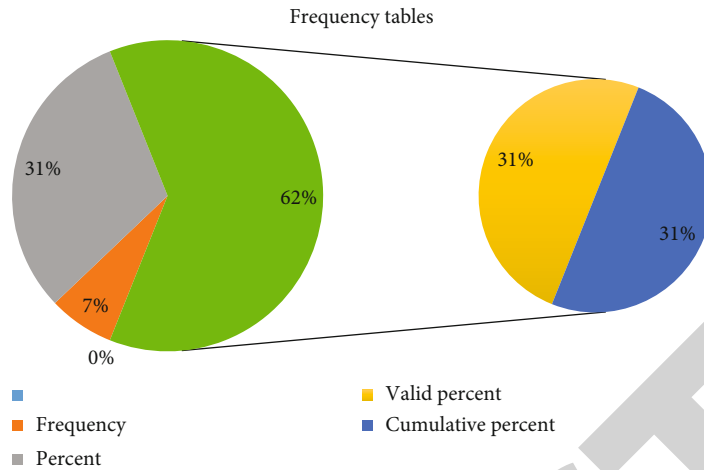


FIGURE 2: Frequency chart.

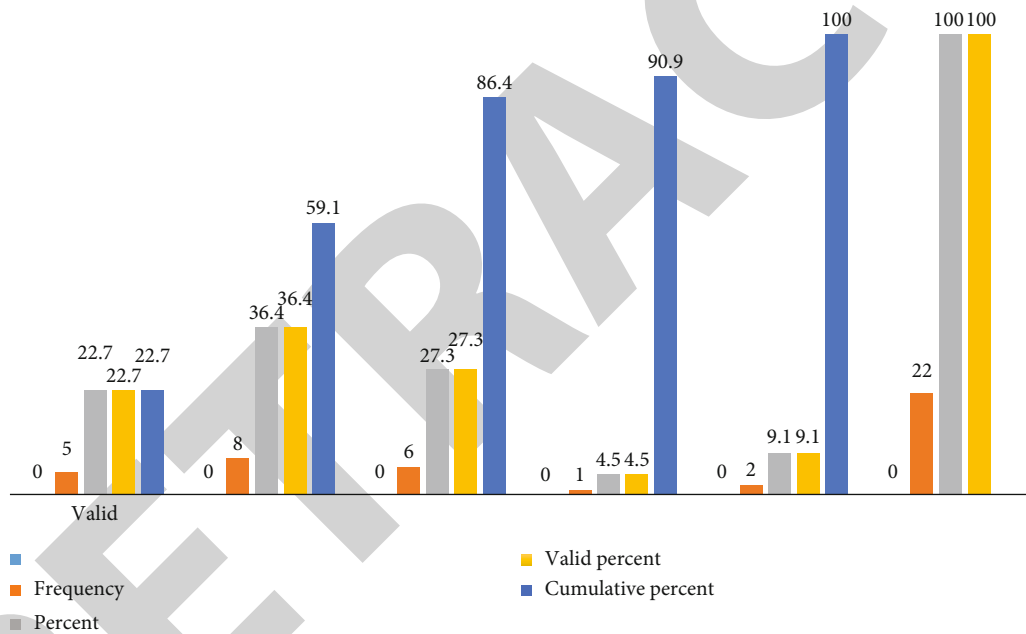


FIGURE 3: Years of teaching in graphical form.

prompted 16 more PE instructors from seven distinct schools consenting to participate in the review. Every one of them were given aliases kept quiet. The last gathering of members comprised 22 PE educators (eight female, 14 male).

Individuals who filled in as educators are displayed in Table 1. It shows how long they functioned and what sort of school they worked in. Members who had over 10 years of it were decided to educate insight [31]. The example was composed of state-supported, public-private organization, and nonpublic schools. During the selection process, these criteria were used to make sure the study had teachers who could help with curriculum changes in PE.

In each participant’s school, the first author did a semi-structured face-to-face interview for about 60 to 80 minutes.

They used a schedule that was based on the themes of health and physical education. Previously done research (Hickey and Jin, 2010; Jin, 2013; Ward, 2009) assisted the analysts with sorting out some way to plan and organize the meeting plan (Hickey and Jin, 2010; Jin, 2013). The accompanying inquiry questions were intended to assist with peopling talk about PE and wellbeing. How would you think the new (CEPE&H) educational plan will assist you with your wellbeing? How have you responded to the progressions in the (CEPE&H) educational plan? Has it been some time since you showed wellbeing-related PE in the new educational plan?

6.1. *Research Design.* The quantitative analysis has been done where main data were collected by 137 secondary

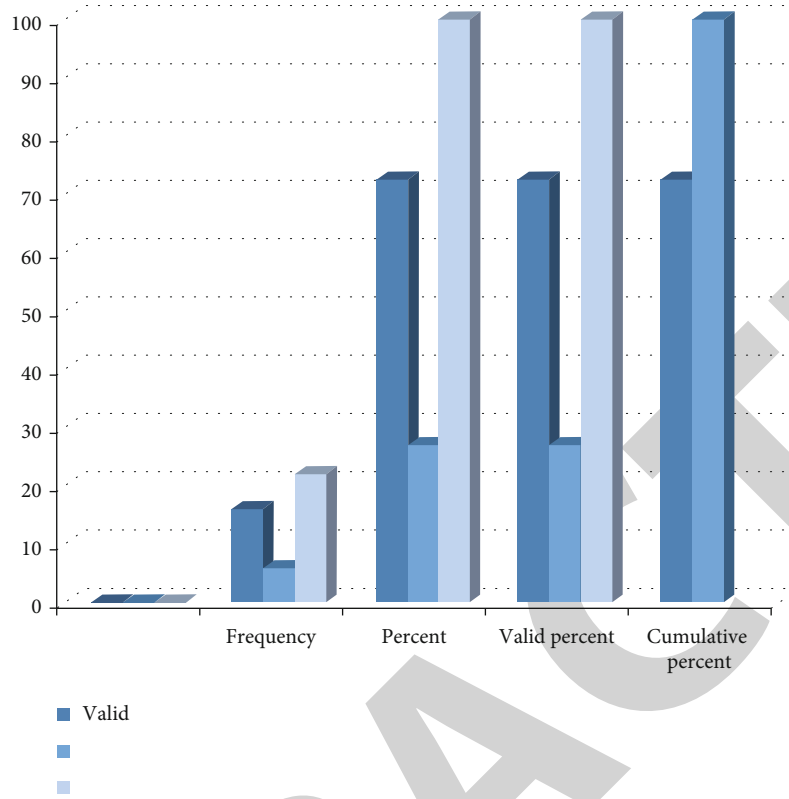


FIGURE 4: Benefits of physical education.

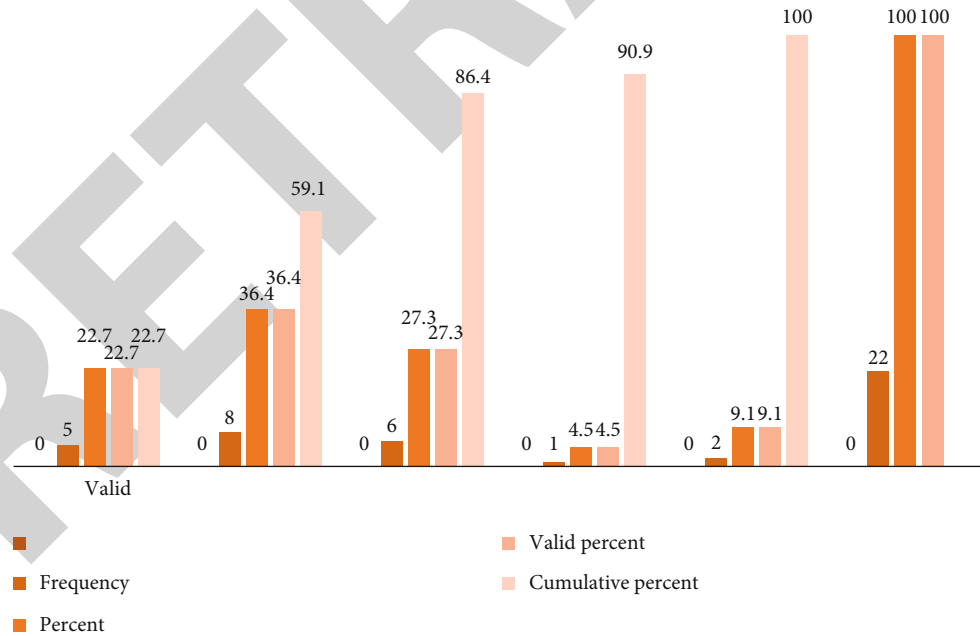


FIGURE 5: Benefits of physical education and sports in schools.

schools. Quantitative examination (QA) is a procedure for understanding way of behaving that utilizes numerical and factual demonstrating, estimation, and exploration. Quantitative investigators use numbers to address a given reality. Quantitative investigation is utilized to measure, assess,

and esteem monetary instruments, as well as to gauge genuine world events.

6.2. *Tools for Data Analysis.* Descriptive statistics has been used to find out the central tendency.

We have derived frequency to analyze if physical education and sports in schools have benefits or not.

6.3. *Hypothesis*. H01: the impact of physical education and sports in schools is positive.

H02: the impact of physical education and sports in schools is negative.

## 7. Data Analysis

7.1. *Descriptive Statistics*. An expressive measurement is an outline measurement that quantitatively depicts or sums up highlights from a bunch of information, while illustrative insights allude to the method involved with utilizing and dissecting those insights as shown in Tables 2–6 and Figures 1–5.

7.2. *Frequency*

## 8. Result and Discussion

Clearly, PES (physical education and sports) could make a big difference in the schooling and improvement of youngsters in a wide range of ways, yet more exploration and assessment will assist us with better getting what these commitments are and how they could be made. In each of the areas we talked about, there is strong evidence that PES can have a positive and long-lasting impact on people's health and wellbeing. In some ways, this effect is unique because of how PES happen in different places. Thus, those who teach and value PES have a responsibility to fight for its place in the overall instruction, everything being equal [32]. They need to contend not only for the incorporation of PES in the educational plan and for enough time for it, yet in addition for the nature of the program and for the advantages of PES to be imparted to heads, guardians, and policymakers, as well similarly as with one another.

The primary reason for this examination was to analyze the effect of physical education and sports in schools. After applying descriptive statistics and frequency, we can say that yes, there are benefits of physical education and sports in schools. Thus, the impact of physical education and sports in schools is positive. Hence, our hypothesis H01 is accepted.

## 9. Conclusion

This is the first time that the sport education model has been used in a true randomised control design. Sport education students did better than their classmates who took traditional instruction classes, which focused on direct teacher instruction and sports skills. The reason for these findings is the same as in previous research done in universities and schools. So, the contribution of study sport education that has been shown to motivate students in other studies helps students reach the goals of Chinese university physical education. These include being part of a team, competing in a way that is developmentally appropriate, and playing a different role than a player [26–30]. These results are important because of the new emphasis in Chinese physical education on developing students' own abilities and knowledge [31–35].

It is important to point out that even though it is possible to say that these PE teachers are not willing or able to change, our analysis of the data we looked at tried to keep in mind that changes in policy without enough money for proficient turn of events and primary changes in training have placed instructors in a muddled interaction over which they have little control [34]. It is significant for policymakers, scholastics, and professionals to ponder how culture assumes a major part in how individuals in another nation use, adjust, and gain from “unfamiliar” information and training [14–18, 36–38]. Future examination ought to take a gander at both the upsides and negatives of “wellbeing first” as the core value for schooling in China by getting an unmistakable image of PE educators' thought process about the CEPE&H educational program [39].

## Data Availability

The data used to support the findings of this study are included within the article.

## Conflicts of Interest

The authors declare that they have no conflicts of interest.

## Acknowledgments

The study was supported by the Provincial Undergraduate University Basic Research Business Fee Surface Project in Heilongjiang Province in 2021, China (Grant No. 145109161).

## References

- [1] O. T. Raitakan, K. V. Porkka, S. Taimela, R. Telama, L. Räsänen, and J. S. Villkari, “Effects of persistent physical activity and inactivity on coronary risk factors in children and young adults the cardiovascular risk in young Finns study,” *American journal of epidemiology*, vol. 140, no. 3, pp. 195–205, 1994.
- [2] J. F. Sallis and T. L. McKenzie, “Physical education's role in public health,” *Research quarterly for exercise and sport*, vol. 62, no. 2, pp. 124–137, 1991.
- [3] F. Trudeau, L. O. Laurencelle, J. Tremblay, M. I. Rajic, and R. J. Shephard, “Daily primary school physical education: effects on physical activity during adult life,” *Medicine and science in sports and exercise*, vol. 31, no. 1, pp. 111–117, 1999.
- [4] R. Wang, M. B. Alazzam, F. Alassery, A. Almulih, and M. White, “Innovative research of trajectory prediction algorithm based on deep learning in car network collision detection and early warning system,” *Mobile Information Systems*, vol. 2021, Article ID 3773688, 8 pages, 2021.
- [5] D. Dale, C. B. Corbin, and T. F. Cuddihy, “Can conceptual physical education promote physically active lifestyles?,” *Pediatric Exercise Science*, vol. 10, no. 2, pp. 97–109, 1998.
- [6] W. Van Mechelen and H. C. Kemper, “Habitual physical activity in longitudinal perspective,” in *The Amsterdam growth study: a longitudinal analysis of health, fitness, and lifestyle*, pp. 135–158, Human Kinetics, Champaign, IL, 1995.
- [7] E. Ferrer-Caja and M. R. Weiss, “Predictors of intrinsic motivation among adolescent students in physical education,”



- Research quarterly for exercise and sport*, vol. 71, no. 3, pp. 267–279, 2000.
- [8] T. L. McKenzie, J. F. Sallis, B. Kolody, and F. N. Faucette, “Long-term effects of a physical education curriculum and staff development program: SPARK,” *Research Quarterly for Exercise and Sport*, vol. 68, no. 4, pp. 280–291, 1997.
- [9] R. K. Dishman, “Physical activity and public health: mental health,” *Quest*, vol. 47, no. 3, pp. 362–385, 1995.
- [10] K. R. Fox, “The effects of exercise on self-perceptions and self-esteem,” in *Physical activity and psychological well-being*, pp. 100–119, Routledge, 2003.
- [11] P. Hassmen, N. Koivula, and A. Uutela, “Physical exercise and psychological well-being: a population study in Finland,” *Preventive medicine*, vol. 30, no. 1, pp. 17–25, 2000.
- [12] D. Siedentop, P. Hastie, and H. van der Mars, *Complete Guide to Sport Education*, Human Kinetics, Champaign, IL, USA, 2nd ed. edition, 2011.
- [13] M. A. Ikram, M. D. Alshehri, and F. K. Hussain, “Architecture of an IoT-based system for football supervision (IoT football),” in *2015 IEEE 2nd World Forum on Internet of Things (WF-IoT)*, pp. 69–74, Milan, Italy, 2015.
- [14] M. W. Apple, “Democratic education in neoliberal and neo-conservative times,” *International Studies in Sociology of Education*, vol. 21, no. 1, pp. 21–31, 2011.
- [15] R. Bowe, S. J. Ball, and A. Gold, “The policy process and the processes of policy,” in *Diversity and Change: Education, Policy and Selection*, J. Ahier, B. Cosin, and M. Hales, Eds., pp. 273–278, Routledge, London, 1993.
- [16] M. B. Alazzam, F. Alassery, and A. Almulihi, “Development of a mobile application for interaction between patients and doctors in rural populations,” *Mobile Information Systems*, vol. 2021, Article ID 5006151, 8 pages, 2021.
- [17] L. Cale and J. Harris, “‘Every child (of every size) matters’ in physical education! Physical education’s role in childhood obesity,” *Sport, Education and Society*, vol. 18, no. 4, pp. 433–452, 2013.
- [18] F. Herold, “‘There is new wording, but there is no real change in what we deliver’: implementing the new National Curriculum for Physical Education in England,” *European Physical Education Review*, vol. 26, no. 4, pp. 920–937, 2020.
- [19] M. N. M. Samsuddin, A. F. M. Raffei, and N. S. A. Rahman, “IoT based sport healthcare monitoring system,” in *2021 International Conference on Software Engineering & Computer Systems and 4th International Conference on Computational Science and Information Management (ICSECS-ICOCSIM)*, pp. 316–319, Pekan, Malaysia, 2021.
- [20] P. A. Hastie and T. Wallhead, “Models-based practice in physical education: the case for sport education,” *Journal of Teaching in Physical Education*, vol. 35, no. 4, pp. 390–399, 2016.
- [21] M. Curtner-Smith, “Preparing preservice physical education teachers to teach sport education,” in *Sport Education: International Perspectives*, P. Hastie, Ed., pp. 151–165, Routledge, London, UK, 2012.
- [22] O. N. Glotova and P. A. Hastie, “Learning to teach sport education in Russia: factors affecting model understanding and intentions to teach,” *Sport, Education and Society*, vol. 19, pp. 1072–1088, 2014.
- [23] O. A. Sinelnikov, “Sport education for teachers: professional development when introducing a novel curriculum model,” *European Physical Education Review*, vol. 15, no. 1, pp. 91–114, 2009.
- [24] M. B. Alazzam, F. Alassery, and A. Almulihi, “A novel smart healthcare monitoring system using machine learning and the Internet of things,” *Wireless Communications and Mobile Computing*, vol. 2021, Article ID 5078799, 7 pages, 2021.
- [25] J. M. Jenkins and B. L. Alderman, “Influence of sport education on group cohesion in university physical education,” *Journal of Teaching in Physical Education*, vol. 30, no. 3, pp. 214–230, 2011.
- [26] C. C. Kao, “Development of team cohesion and sustained collaboration skills with the sport education model,” *Sustainability*, vol. 11, no. 8, p. 2348, 2019.
- [27] O. A. Sinelnikov and P. A. Hastie, “Students’ autobiographical memory of participation in multiple sport education seasons,” *Journal of teaching in physical education*, vol. 29, no. 2, pp. 167–183, 2010.
- [28] D. J. Mohr, B. A. Sibley, and J. S. Townsend, “Student perceptions of university physical activity instruction courses taught utilizing sport education,” *Physical Educator*, vol. 69, pp. 289–307, 2012.
- [29] S. M. Choi, K. W. Sum, F. L. Leung, S. C. Ha, C. Sit, and K. H. Yeung, “Predictors of physical activity levels in university physical education implementing sport education,” *Journal of Sports Science & Medicine*, vol. 20, no. 3, pp. 516–524, 2021.
- [30] Z. Wahl-Alexander and P. Chomentowski, “Impact of a university physical conditioning sport education season on students’ fitness levels,” *Health Education Journal*, vol. 77, no. 7, pp. 828–836, 2018.
- [31] T. Pritchard, A. Hansen, H. Grossman, M. Williams, and S. Loomis, “Analysis of the sport education tactical model in badminton university physical activity courses,” *Physical Educator*, vol. 76, no. 3, pp. 832–847, 2019.
- [32] Y. Cheng, “The inspiration of the sport education model to the reform of scholastic physical education curriculum,” *Journal of Physical Education*, vol. 12, pp. 92–94, 2005.
- [33] X. Jiang and X. Tan, “An analysis of the SE model of American physical education,” *Journal of Physics D: Applied Physics*, vol. 22, pp. 78–81, 2010.
- [34] Y. Xiong and H. Ma, “The influence of sports education model on students’ motivation,” *Journal of Nanjing Sport Institute (Social Science)*, vol. 6, pp. 82–90, 2013.
- [35] W. Wu, “Experimental research on sports education model in physical education of colleges and universities,” *Journal of Beijing Sport University*, vol. 12, pp. 1682–1685, 2018.
- [36] M. M. Kim, K. M. Kim, and Y. W. Shon, “Information analysis as keyword of integrated IoT and advanced leisure sport,” *The Journal of the Korea institute of electronic communication sciences*, vol. 9, no. 5, pp. 609–616, 2014.
- [37] L. Ji, “Clarification and analysis of some controversies in the PE curriculum reform in China in the past 20 years,” *Shanghai Tiyuxueyuan Xuebao*, vol. 44, no. 1, pp. 21–30, 2019.
- [38] L. Kilgour, N. Matthews, P. Christian, and J. Shire, “Health literacy in schools: prioritising health and well-being issues through the curriculum,” *Sport, Education and Society*, vol. 20, no. 4, pp. 485–500, 2015.
- [39] Ministry of Education (MoE), *Compulsory Education and High School Education Physical Education Curriculum Standards (Grade 1-6) & Physical Education and Health Curriculum Standards (Grade 7-12) (Pilot Draft)*, Ministry of Education, Beijing, China, 2001.