

The Design and Practice of Integrating Competency Cultivation Education into the Unit Teaching of Higher Vocational Basketball Courses from the Perspective of Moral Education and Talent Cultivation

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Abstract: competency cultivation education within courses serves as a crucial mechanism for higher vocational colleges to fulfill the fundamental objective of fostering virtue and nurturing talent. Basketball, recognized as a quintessential component of the physical education curriculum in these institutions, offers abundant competency cultivation educational resources owing to its competitive, confrontational, and collaborative nature. This article examines the unit "Basketball Passing and Cutting Cooperation Tactics and Team Spirit Cultivation," systematically detailing the teaching design concept, objectives, content system, implementation process, and evaluation methods for the integration of competency cultivation education within the higher vocational basketball curriculum. Additionally, it presents practical reflections on various aspects, including the exploration of competency cultivation elements, the innovation of teaching methodologies, the enhancement of teachers' competencies, and the development of evaluation systems. The goal is to provide actionable teaching cases and theoretical insights for the competency cultivation integration of physical education courses in higher vocational colleges.

Keywords: Higher Vocational Colleges; Basketball Teaching; Unit Teaching Design

1. Formulation of the Problem

Curriculum-based competency cultivation education represents a new educational paradigm aimed at fulfilling the fundamental task of fostering virtue and nurturing talent. This approach introduces new requirements, strategies, and directions for enhancing talent cultivation and competency cultivation

education in colleges and universities during this new era [1]. Higher vocational colleges bear the critical responsibility of cultivating high-quality technical and skilled personnel, and the quality of their education directly influences China's industrial development and modernization efforts. Physical education courses, as a vital component of the public curriculum in higher vocational colleges, not only fulfill the explicit objectives of improving students' physical fitness and sports skills but also encompass implicit educational functions. These include shaping students' sportsmanship, instilling a sense of rules, and promoting teamwork [2]. Basketball, as a prominent activity within higher vocational physical education courses, has emerged as a key subject for advancing the reform of competency cultivation education in these courses, owing to its widespread appeal and distinctive characteristics. Currently, several challenges hinder the effective integration of competency cultivation education within basketball courses at higher vocational colleges. These challenges include inadequate exploration of competency cultivation elements, mechanical integration methods, limited competency cultivation competencies among educators, and an incomplete evaluation system [3]. Consequently, it is essential to seamlessly and appropriately incorporate competency cultivation education into basketball instruction, while avoiding misconceptions associated with "labeling" and "two skins." This approach aims to achieve the desired educational outcome of "salt melting water." Front-line educators must actively seek operational and replaceable teaching paradigms within their instructional practices. Unit teaching design serves as a vital link between course concepts and classroom instruction, providing an effective means to implement competency cultivation education

within the curriculum. Therefore, this article uses the unit "Basketball Passing and Cutting Cooperation Tactics and Team Spirit Cultivation" as a case study to systematically and rigorously outline the concepts, content, and specific practices involved in the teaching design of higher vocational basketball units that integrate competency cultivation education. This endeavor aims to offer practical and applicable teaching references for physical education instructors.

2. The Design Concept of Integrating Competency Cultivation Education into the Unit Teaching of Basketball Projects in Higher Vocational Courses

2.1 Adhere to the Principle of "Implicit Integration" to Achieve a Subtle and Imperceptible Influence

Ideological and political education within physical education courses transcends a mere combination of "physical education + competency cultivation education." Instead, it necessitates an exploration of the intrinsic competency cultivation elements present in basketball instruction, all while adhering to the pedagogical principles specific to physical education. This approach aims to seamlessly integrate competency cultivation education with the acquisition of basketball theoretical knowledge, skills, and tactics. The principle of "implicit integration" mandates that educators weave competency cultivation elements into the teaching content, enabling students to naturally perceive and consciously align with these concepts during skill acquisition, thereby circumventing the resistance often elicited by didactic instruction. In designing the "Passing and Cutting Coordination Tactics" unit, the instructor incorporates the life philosophy of "giving up to gain" into the tactical discourse. By highlighting the exemplary contributions of role models, the teacher encourages students to appreciate the selflessness of off-the-ball players who relinquish personal scoring opportunities to create space for their teammates. This method not only facilitates the mastery of tactical skills but also fosters an understanding of the dialectical relationship between individual and collective efforts, ultimately achieving "mutual growth in skills and morality."

2.2 Adhere to the Principle of Students'

Growth Needs and Their Demands for Knowledge

The effectiveness of competency cultivation education in courses fundamentally arises from acknowledging the dominant position of students [4]. Consequently, the teaching design must first consider the cognitive characteristics, psychological needs, and ideological conditions of vocational college students. It should seamlessly integrate competency cultivation education with the practical issues that students prioritize in their lives and studies, thereby enhancing the relevance and appeal of the education provided. Moreover, vocational college students are at a pivotal stage in developing their worldviews, life perspectives, and values, and they exhibit a strong desire to understand various topics, including teamwork, interpersonal communication, and self-actualization. The team collaboration training, tactical execution components, and role assignments in basketball courses exemplify engaging educational scenarios [5]. Therefore, instructional design should capitalize on this advantage to guide students from the sports arena to real-life contexts, ensuring that knowledge acquisition and value development resonate harmoniously.

2.3 Adhere to the Principle of Correct Value Orientation and Value Guidance

The core of competency cultivation education within physical education courses resides in value guidance. Consequently, the teaching design must be both clear and resolute, adhering to the appropriate political direction and value orientation. Through suitable teaching activities and dialogues between teachers and students, the aim is to naturally and effectively encourage students to engage in independent thought and voluntary identification. In the "Passing and Cutting Coordination Tactics" unit, for instance, the teacher analyzed classic game examples from the Chinese men's basketball team, enabling students to personally experience the patriotic sentiment associated with striving for national glory. Furthermore, the teacher fostered an awareness of the rule of law and the spirit of fairness through rule learning and simulated refereeing. Additionally, sports ethics were reinforced through mutual evaluation and collaborative learning during teaching competitions [6]. These elements were seamlessly integrated, with each serving a

distinct purpose.

2.4 Achieve the Principle of Simultaneous Growth in Basketball Skills and Competency Cultivation Literacy

Basketball skills instruction and the cultivation of competency cultivation qualities are not "two separate skins," but rather interconnected dimensions of the same educational process. A strong competency cultivation foundation can serve as an internal motivator for students to engage in rigorous training, while a solid technical foundation acts as a powerful vehicle for competency cultivation education. The unit design is grounded in the principle that "technology serves as the carrier while education forms the foundation," seamlessly integrating competency cultivation elements into every facet of technical instruction. For instance, the repeated adaptation and mutual trust developed during passing and cutting exercises vividly exemplify team spirit, while adherence to rules and respect for opponents during competitions effectively cultivate an awareness of regulations. Consequently, technology and education progress in tandem, transforming basketball courses into an exceptional platform for fostering virtue and nurturing talent.

3. Presentation of Teaching Design Cases for Competency Cultivation Units in Higher Vocational Basketball Courses

3.1 Basic Information of the Unit Course Name: Physical Education and Health (Basketball Optional Course)

Target audience: First-year students of the basketball option class in higher vocational colleges (with basic basketball skills)

Unit class hours: 8 class hours (2 theoretical class hours + 6 practical class hours, each class hour lasting 45 minutes)

Unit Theme: Basketball Passing and Cutting Cooperation Tactics and Team Spirit Cultivation

3.2 Unit Teaching Objective System

In alignment with the "Guidelines for the Construction of competency cultivation Education in College Courses" and considering the unique attributes of the basketball program as well as the physical and mental development patterns of vocational college students, we have established the following three-dimensional teaching objectives for this paper:

3.2.1 Knowledge objectives

Understand the basic concepts, key points and methods of basketball passing and cutting cooperation as well as tactical requirements; Master the selection of passing timing, running route and cutting timing in passing and cutting coordination.

Understand the basic knowledge of the development history, competition rules and refereeing methods of basketball.

Understand the importance of teamwork ability in basketball games and its manifestations [7].

3.2.2 Competency objectives

Be proficient in completing all the basic coordination of the first pass and apply them reasonably in actual combat.

Enhance students' abilities of observation and judgment, rapid response and tactical execution; Cultivate the ability of peers to communicate proactively, collaborate with each other and solve problems together.

Enhance the ability to regulate one's own emotions and withstand setbacks during competitions.

3.2.3 Competency cultivation goals (Value Shaping)

Patriotism: Through the development history of Chinese basketball and the stories of the national men's basketball team's hard work, inspire national pride and patriotic enthusiasm.

Team spirit: Experience the relationship between the individual and the collective in 3v3, 4v4, and 5v5 tactical cooperation, and cultivate a sense of collectivism and dedication.

Rule awareness: Strictly abide by the competition rules during the game, respect the referees and opponents, and establish a sense of the rule of law and fair competition awareness.

Willpower and quality: Through learning, practice, and competition, students are shaped to be diligent and resilient in their pursuits, cultivating a tenacious spirit that embodies perseverance and an unwavering commitment to never give up.

Responsibility and commitment: In practice and competition teams, accurately position oneself, proactively communicate with partners, be courageous in taking responsibility, and learn to trust and support peers.

Sound personality: Treat victory and defeat correctly in study, practice and competition, neither be arrogant in victory nor discouraged in defeat, and cultivate good psychological quality and sports ethics.

The three-dimensional goals are mutually reinforcing and cohesively integrated, reflecting the three-in-one educational philosophy of "shaping quality and value; imparting knowledge, skills, and tactics; and cultivating ability and morality."

3.3 Design of Teaching Content and Competency Cultivation Integration Points

"The Road of the Chinese Men's Basketball Team" is a compelling video that highlights the journeys of athletes such as Yao Ming and Yi Jianlian, who have dedicated themselves to representing their country. This discussion will center on the theme "The Basketball Spirit in My Eyes," exploring the historical development of basketball in China and the challenges faced by the Chinese men's basketball team. Additionally, we will integrate competency cultivation elements, emphasizing themes of patriotism and national pride. Through these narratives, we can appreciate the resilience and determination of these athletes as they strive to elevate their nation's status in the global basketball arena.

Through case analysis of controversial refereeing decisions in classic matches, simulated penalty practice, and classroom debates on "The Relationship between Rules and Freedom," this approach teaches basketball rules and refereeing methods. It integrates an awareness of rules, the concept of the rule of law, and competency cultivation education focused on fairness and justice.

The concept of "precise transmission," encompassing both information and trust transmission, holds considerable social significance. This precision is critical in fostering effective communication and establishing trust among individuals and organizations. At each stage of transmission, there exists a profound responsibility and commitment to ensure that the conveyed message is accurate and reliable.

To achieve precise transmission, it is essential to master key cooperation techniques, which include passing, positioning, and cutting in. Passing refers to the clear and accurate transfer of information, while positioning involves the strategic placement of individuals or entities to facilitate effective communication. Cutting in, on the other hand, entails the timely intervention in discussions or processes to maintain clarity and focus.

Moreover, integrating competency cultivation elements into the framework of precision, efficiency, and responsibility enhances the overall effectiveness of transmission. This integration underscores the importance of ethical considerations and accountability in communication practices, thereby reinforcing the social fabric that relies on trust and collaboration. By emphasizing these elements, we can cultivate a culture of precise transmission that not only enhances interpersonal relationships but also strengthens societal cohesion.

Through role-playing, participants alternate between the roles of passer and cutter to explore the dialectical relationship between "giving up" and "gaining." Following this practice, individuals will share reflections on "My Most Grateful Teammate" to enhance their understanding of off-the-ball movement and the cooperative strategies employed by players in possession of the ball. This exercise aims to integrate competency cultivation education, emphasizing the values of teamwork, trust, and sacrifice.

Implement the captain rotation system, whereby a different student assumes the role of captain during each practice session. This student will oversee tactical organization and the distribution of responsibilities. Such an approach allows students to learn "how to find their place in a team" and enhances their ability to manage various situations. Additionally, students will acquire transition tactics between offense and defense while integrating competency cultivation elements, including responsibility, commitment, and role recognition.

The implementation of teaching competitions and referee practices, along with a post-competition mutual evaluation method, allows for the assessment of not only technical skills but also performance aspects, such as respect for opponents, adherence to referees' decisions, and encouragement of teammates. Additionally, guidance on psychological adjustment addresses how to confront mistakes and failures, fostering students' physical morality and resilience in the face of setbacks.

3.4 Teaching Strategies and Method Selection

(1) Task-driven methods: assign specific objectives to each class, enabling students to practice with clear goals. This approach naturally fosters a sense of responsibility and

awareness of objectives among students. Consequently, it is beneficial to incorporate diverse forms of tasks, such as "completing 10 successful passing and cutting combinations" and "organizing one effective team attack."

(2) Situational teaching method: Develop teaching scenarios that incorporate competitive elements, enabling students to directly and comprehensively experience the significance of teamwork in simulated combat situations. Subsequently, arrange practice scenarios with varying levels of defensive intensity.

(3) Flipped classroom: the classic passing and cutting coordination highlights, along with tactical analysis videos of the Chinese men's basketball team, were disseminated through an online platform prior to class. Consequently, it is advisable to conduct practical training during class and subsequently facilitate discussions in a natural and appropriate manner.

(4) Cooperative learning: grouping is founded on the principle of "heterogeneity within groups and homogeneity between groups," which allows members to assist and learn from one another. This approach inherently fosters a spirit of cooperation and facilitates the timely rotation of group members, thereby broadening the scope of interaction.

(5) Competition teaching method: Consolidate skills through teaching competitions, and naturally and appropriately conduct sports ethics education on respecting rules, opponents, and referees before and after the competition.

(6) Reflection and sharing: each class allocates 5 to 8 minutes for students to discuss their practical experiences. This approach allows teachers to naturally and effectively enhance the significance of competency cultivation education.

3.5 The Implementation Process of the Basketball Passing and Cutting Cooperation Tactical unit Teaching

The instructional design for the basketball passing and cutting cooperation tactical unit comprises 8 class hours, of which 2 hours are dedicated to theoretical lessons. The documentary "The Road of the Chinese Men's Basketball Team" will be screened to elucidate the essence of basketball rules. Additionally, discussions will be organized regarding the teaching methods of "The Basketball Spirit in My Eyes," complemented by video presentations. Students will engage in group

discussions to share insights, explore the historical development of Chinese basketball, examine the accomplishments of notable athletes, and review the fundamental rules of the game. This approach aims to foster students' patriotism, competitive spirit, and understanding of regulations.

Class hours, teaching content, competency cultivation integration points, teacher activities, student activities, teaching methods.

Two class hours of practical instruction focused on passing and cutting, integrated with fundamental techniques, allow the teacher to emphasize the importance of accuracy and timing in passing. Students are encouraged to reflect on the significance of "precise passing" in their lives. Through a combination of group rotation practice, task-driven activities, and cooperative learning, students engage in techniques and tactics such as stationary passing and receiving, evasive defense, and route cutting. This approach fosters their precision, cultivates a sense of responsibility, and enhances trust among peers.

Two class periods focused on cooperation among players without the ball will involve practical instruction on various first-pass exercises, with the teacher implementing exercises of differing defensive intensities. Students will be guided to comprehend the dialectical relationship between "giving up" and "gaining." Through situational and competitive teaching methods, students will engage in group competitions and cooperative exercises designed to foster teamwork, capitalize on opportunities, collaborate effectively, and understand the importance of making sacrifices.

Two class Period: Application of Passing and Cutting Cooperation in Offense. This session focuses on half-court three-on-three passing and cutting practice. Instructors guide students to allocate tasks effectively, encouraging them to take on leadership roles in organizing offensive strategies. Emphasis is placed on fostering a sense of responsibility among participants. Students engage in practical exercises that involve both offensive and defensive play in three-on-three match ups. By rotating roles and providing mutual evaluations post-game, they develop qualities of accountability and trust.

3.6 Teaching Evaluation Design

The teaching evaluation for this paper employs a combination of process and summative

evaluations [8], emphasizing not only the mastery of skills but also the enhancement of competency cultivation literacy, as well as physical morality.

3.6.1 Process evaluation (accounting for 60% of the total evaluation)

The skill mastery evaluation dimension constitutes 30% of the overall assessment weight. Evaluation indicators encompass the accuracy of passing and receiving the ball, the rationality of positioning, and the success rate of collaboration. The evaluation methodology integrates teacher observation and documentation with peer assessment within groups.

The evaluation dimension of competency cultivation performance constitutes 20% of the overall weight. The evaluation indicators encompass teamwork spirit, adherence to rules, fighting attitude, and sense of responsibility. The evaluation methodology integrates assessments from teachers, records from group leaders, and evaluations from peers.

The dimension of classroom participation evaluation accounts for 10% of the weight. The rating indicators are attendance rate, practice enthusiasm, and discussion participation. The evaluation method is teacher records.

3.6.2 Final evaluation (accounting for 40% of the total evaluation)

The skills assessment and evaluation comprise 20% of the overall weight. The evaluation indicators include the quality of two-person passing and cutting cooperation, which is determined by the technical score and success rate. The assessment method employed is teacher scoring.

The evaluation of teaching competitions constitutes 10% of the overall assessment. The evaluation criteria encompass team cooperation awareness, tactical application, and sportsmanship demonstrated during the competition. The assessment method involves collaborative scoring by both teachers and peers. The learning report evaluation constitutes 10% of the overall assessment. The evaluation criterion requires a discussion of the understanding of team spirit through personal experience, with a word limit of 500 words. The evaluation method involves scoring by the instructor.

4. Reflection on the Teaching Practice of Competency Cultivation Unit of Basketball Course in Higher Vocational Education

4.1 Deeply Exploring Competency Cultivation Elements is the Prerequisite

The competency cultivation elements inherent in basketball courses do not merely supplement the sport; rather, they emerge organically from it. Consequently, the design of this paper offers a clear and compelling insight: true integration of competency cultivation education with basketball instruction—encompassing theoretical knowledge, skills, and tactics—can only be achieved by thoroughly exploring the educational resources inherent in the sport. Concepts such as "sacrifice and gain" in passing and cutting cooperation, fairness and impartiality in game rules, and trust and responsibility in teamwork serve as pertinent competency cultivation materials. Therefore, educators should begin with the unique characteristics of basketball, seamlessly and appropriately merging macro value guidance with specific moral development, thereby constructing a comprehensive and coherent system of competency cultivation elements.

4.2 Innovative Teaching Methods are Key

The teaching method is a fundamental factor influencing the effectiveness of Civics integration. Consequently, this paper adopts a variety of approaches, including task-driven methods, situational teaching, and cooperative learning [9]. These strategies enable students to "learn by doing" and "learn by experiencing," fostering active participation in the classroom while acquiring knowledge and skills in Civics education. Through practical application of what they have learned, students earn points and, in the process, develop qualities such as cooperation and responsibility. Notably, the design of the reflection and sharing session provides a platform for students to express their feelings and exchange thoughts, thereby effectively promoting value recognition. Furthermore, the combination of online and offline teaching arrangements expands the time and space available for education, allowing Civic Education to extend naturally from the classroom into extracurricular activities.

4.3 Enhancement of Teachers' Capacity as a Guarantee

Teachers play a pivotal role in shaping the competency cultivation framework of the program. The integration and implementation of

Civic Education within the teaching unit impose elevated expectations on educators: they must not only possess advanced basketball skills but also have a solid grounding in competency cultivation theory. Furthermore, teachers should excel at identifying Civic elements within the basketball curriculum and be adept at timing their integration. Empirical evidence indicates that only when teachers demonstrate a heightened awareness and capability in educating students can they achieve a harmonious balance between knowledge dissemination and value-oriented leadership in basketball instruction. It is advisable to enhance teachers' proficiency in Civics and Politics through thematic training, collaborative lesson planning, teaching observations, and demonstration lessons [10].

4.4 Constructing Multiple Evaluations as a Guide

Evaluation plays a crucial guiding role in education. Traditional physical education assessments often prioritize skills evaluation while neglecting the development of students' ideological and moral values. Consequently, the evaluation system designed in this paper integrates indicators related to teamwork, awareness of rules, and competitive spirit, thereby fostering the enhancement of students' core qualities. Various assessment methods, including peer evaluations and records maintained by group leaders, collectively enhance the objectivity and educational value of the evaluation process. Moving forward, it is essential to determine how to render the evaluation of Civics and Politics more scientific and practical.

4.5 Several Pairs of Relationships Need to be Handled

First, given the evident relationship between explicit and implicit aspects, competency cultivation education within basketball courses should primarily emphasize implicit integration, while also offering appropriate explicit guidance. It is essential to carefully manage the "degree" to ensure timeliness, moderation, and appropriateness.

Secondly, the relationship between skills and education leads to the conclusion that skills instruction should not be diminished in favor of an emphasis on competency cultivation education. Furthermore, it is essential to avoid

clinging to outdated methods that overlook contemporary educational demands. These two aspects complement and enhance one another.

Thirdly, educators must clarify the connection between their leadership roles and the prominent position of students. Specifically, teachers should proactively design instruction while sincerely respecting the central role of students, thereby effectively fostering their active engagement in critical thinking.

Fourth, given that classroom instruction serves as the primary channel for education while extracurricular activities and club culture play an indispensable role, it is prudent to proactively and systematically develop an educational framework that integrates both in-class and out-of-class experiences, as well as combines online and offline activities.

5. Conclusion

Integrating competency cultivation education into higher vocational basketball courses is essential for achieving the primary goal of fostering virtue and nurturing talent. This integration also plays a crucial role in advancing reforms in physical education instruction. The teaching design of this paper employs basketball passing and cutting cooperation tactics as a framework to explore the competency cultivation dimensions inherent in the sport. It incorporates objectives related to patriotism, team spirit, rule awareness, and willpower throughout both theoretical instruction and practical training. This approach underscores the "three-in-one" educational model of moral cultivation, which includes quality and value shaping, knowledge and skills acquisition, and tactical instruction.

Current practices reveal a clear and hierarchical framework for designing competency cultivation unit instruction within basketball courses, aligned with the requirements of the new era physical education curriculum standards. This approach not only fosters the development of students' core competencies in physical education but also enhances their competency cultivation literacy. Furthermore, it facilitates the seamless integration of competency cultivation education into basketball instruction. Consequently, it is essential to encourage more frontline educators to engage in the reform of competency cultivation teaching within basketball courses. These educators should commit to exploration, embrace innovation, and

develop exemplary teaching cases that can be replicated and disseminated.

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