

FROM CURRICULUM TO TEXTBOOK: PATHWAYS FOR DEVELOPING "GOLD COURSES" AND "GOLD TEXTBOOKS" IN VOCATIONAL SPORTS TRAINING EDUCATION

Yan Feng

Tianjin Vocational College of Sports, Tianjin 301636, China.

Abstract: In the context of China's ongoing vocational education reform, the construction of "gold courses" and "gold textbooks" has become a critical pathway for improving the quality of vocational sports training education. This paper explores the transformation from curriculum design to textbook development within the framework of competency-based education. Through an analysis of curriculum objectives, teaching content, instructional design, and resource integration, the study proposes a systematic approach to building high-quality teaching resources. The research emphasizes aligning course development with industry standards, enhancing the integration of theory and practice, and promoting the digitalization and innovation of teaching materials. By examining practical cases in sports training programs, this paper summarizes effective strategies for developing exemplary courses and textbooks that meet the needs of modern vocational education. The findings provide theoretical guidance and practical reference for educators and curriculum developers in vocational sports institutions.

Keywords: Vocational education; Sports training; Gold courses; Gold textbooks; Curriculum development; Teaching reform

1 INTRODUCTION

With the continuous advancement of China's vocational education reform, the concept of constructing "gold courses" and "gold textbooks" has emerged as a strategic measure to enhance teaching quality and promote high-level talent cultivation. In vocational sports training education, where practice, skills, and innovation intersect, developing these "gold standards" of teaching resources is essential to ensure that students acquire both theoretical knowledge and practical competence.

The Ministry of Education has repeatedly emphasized the importance of building high-quality curriculum systems that integrate moral education, professional skills, and lifelong learning capabilities. In this context, the "gold course" refers not only to courses with excellent design, advanced teaching methods, and rich digital resources, but also to those that effectively cultivate students' comprehensive abilities and align with industrial needs. Meanwhile, the "gold textbook" serves as a crucial carrier for course implementation, reflecting the integration of curriculum standards, teaching practice, and educational innovation.

However, many vocational institutions still face challenges such as outdated teaching content, weak curriculum-industry alignment, and insufficient textbook innovation. Particularly in sports training programs, where practical operation and situational teaching are indispensable, the development of courses and textbooks often lacks systematic planning and theoretical support.

Therefore, this study aims to explore the pathway from curriculum design to textbook development in vocational sports training education. It seeks to clarify the internal logic, key elements, and implementation strategies for constructing "gold courses" and "gold textbooks." By examining successful practices and theoretical models, this paper provides references for improving curriculum quality and fostering innovation in vocational sports education.

2 LITERATURE REVIEW AND THEORETICAL BASIS

2.1 Research on Curriculum Development in Vocational Education

Curriculum development in vocational education has long been recognized as the cornerstone of cultivating skilled and application-oriented talents. Early research, influenced by Tyler's classic curriculum theory[1], emphasized objectives, content, organization, and evaluation as four interrelated elements. In recent decades, with the rise of competency-based education (CBE), scholars have shifted attention from knowledge transmission to the development of professional competencies and workplace adaptability.

Internationally, many studies[2] highlight that vocational curricula must align closely with industry needs and labor market demands. Countries such as Germany and Australia have developed dual-system or modular curricula that integrate school learning with practical training. In China, the National Vocational Education Reform Implementation Plan proposed building "high-quality curricula" that reflect the spirit of craftsmanship and innovation[3]. Research in this context focuses on competency frameworks, modular design, and digital learning resources to improve the relevance and flexibility of vocational curricula[4,5].

In sports training programs, however, curriculum research remains limited. Most existing studies emphasize skill-based teaching, competition organization, and physical training methods, while the systematic design of vocational sports

curricula—particularly the linkage between curriculum objectives, teaching content, and assessment—requires further exploration.

2.2 Research on Textbook Construction and Quality Standards

Textbooks serve as both a teaching medium and a reflection of curriculum reform. Internationally, scholars[6,7] such as Tomlinson and Hutchinson & Torres have explored how textbooks embody pedagogical philosophy, curriculum standards, and learner-centered design. High-quality textbooks are characterized by clear structure, contextualized learning materials, and integration of multimedia and digital tools.

In China's vocational education field, the concept of "gold textbooks" has gained prominence since 2018, following the Ministry of Education's "Double High Plan" and the "Three-Education Reform" initiative (curriculum, teaching materials, and teaching methods). Studies define gold textbooks as those with innovative content, strong industry relevance, and a capacity to cultivate comprehensive vocational competence[8-9].

Yet, several challenges persist: textbook compilation often lags behind curriculum reform; content lacks integration with industrial technologies; and digital transformation remains uneven. Particularly in sports training education, textbooks tend to focus on traditional theories of physical education or sport science, with insufficient emphasis on applied vocational scenarios such as coaching practice, sports management, and emerging digital training technologies.

2.3 Theoretical Framework for the Study

To guide the exploration of pathways from curriculum to textbook development in vocational sports training education, this study is grounded in three complementary theoretical foundations, as summarized in Table 1.

Table 1 Theoretical Framework of the Study

Theory	Core Concepts	Application to This Study
Competency-Based Education (CBE)	Focuses on measurable learning outcomes that reflect job -related skills and performance; emphasizes alignment of curriculum objectives, teaching content, and assessment with industry standards.	Provides a foundation for designing "gold courses" that cultivate practical competencies required in sports training professions
Constructivist Learning Theory	Views learning as an active process where learners construct knowledge through experience, reflection, and interaction; stresses learner-centered and contextualized teaching.	Supports the development of interactive and experiential teaching activities, promoting deeper learning in sports training courses
Curriculum-Textbook Integration Theory	Highlights the dynamic relationship between curriculum standards and teaching materials; textbooks operationalize curriculum goals through structured and engaging content	Guides the translation of curriculum objectives into coherent, innovative, and practice-oriented "gold textbooks"

To clarify the logical flow of this research, a technical route was developed to illustrate the progression from theoretical foundation to practical implementation. The route integrates key stages including curriculum design, textbook development, teaching practice, and continuous feedback, forming a coherent system for constructing "gold courses" and "gold textbooks" in vocational sports training education. The overall research framework is presented in Figure 1, which demonstrates the dynamic linkage between policy background, theoretical underpinnings, curriculum-textbook integration, and quality improvement mechanisms.

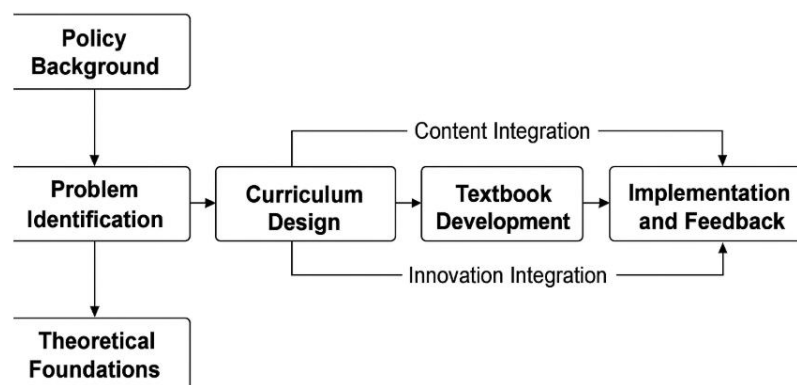


Figure 1 Technical Route of the Study

3 PATHWAYS FROM CURRICULUM TO TEXTBOOK IN VOCATIONAL SPORTS TRAINING

The pathway from curriculum design to textbook development in vocational sports training represents a dynamic and iterative process that links educational goals with pedagogical implementation. In vocational contexts, where learning outcomes are directly connected to industry needs, textbooks must not only convey theoretical knowledge but also provide concrete guidance for skill acquisition, performance assessment, and professional growth. Therefore, the

development of “gold courses” and “gold textbooks” must be based on a deep understanding of curriculum objectives, the logical alignment between standards and content, and the integration of teaching practice with innovation.

3.1 Curriculum Objectives and Industry Alignment

The foundation of curriculum development in vocational sports training lies in establishing clear, outcome-oriented objectives that reflect industry standards and professional competencies. Unlike general education, vocational curricula emphasize “learning by doing” and the cultivation of occupational abilities that meet labor market demands.

In recent years, China’s vocational education reform has stressed the need for tighter connections between curricula and industry. Sports-related industries—such as fitness coaching, sports rehabilitation, event management, and youth training—require professionals who can combine technical expertise with pedagogical and organizational skills. Hence, curriculum objectives must integrate three key dimensions: knowledge competence, technical competence, and professional competence. Core dimensions of curriculum objectives in vocational sports training can be seen in table 2.

Table 2 Core Dimensions of Curriculum Objectives in Vocational Sports Training

Dimension	Definition	Key Learning Outcomes
Knowledge Competence	Theoretical understanding of sports science, physiology, and pedagogy.	Learners grasp core concepts of sports theory, anatomy, and instructional principles to support evidence-based training.
Technical Competence	Mastery of practical training methods and analytical tools	Students can design and implement training programs, apply coaching techniques, and conduct performance evaluations
Professional Competence	Application of ethics, teamwork, and innovation in professional contexts	Learners demonstrate responsibility, communication, leadership, and adaptability in sports-related workplaces

Curriculum objectives, therefore, should be collaboratively defined by educators, industry experts, and professional associations to ensure alignment with national occupational standards and the evolving needs of the sports sector. When these objectives are well articulated, they provide the foundation for selecting and structuring textbook content that truly supports competency development.

3.2 Logical Relationship between Curriculum Standards and Textbook Design

Curriculum standards serve as the blueprint for textbook development, specifying learning outcomes, content scope, teaching hours, and evaluation criteria. However, transforming abstract standards into concrete teaching materials is not a linear process—it requires pedagogical interpretation and creative adaptation. Textbook design thus functions as the operationalization of curriculum standards, translating educational goals into structured, engaging, and applicable learning experiences.

The logical relationships between curriculum standards and textbook design can be summarized in Table 3.

Table 3 Logical Relationship between Curriculum Standards and Textbook Design

Relationship	Curriculum Standards	Textbook Design Response	Expected Outcome
From Goals to Content	Define what students should achieve in terms of knowledge, skills, and attitudes	Translate learning outcomes into modular teachable units and thematic chapters.	Clear alignment between curriculum goals and teaching materials.
From Content to Pedagogy	Specify key concepts, topics, and required competencies	Organize content using pedagogical strategies such as task-based learning, case studies, and project-based instruction.	Enhanced learner engagement and contextualized understanding.
From standards to Evaluation	Set assessment criteria and competency benchmarks	Incorporate formative and summative assessments, exercises, and practical evaluation tasks.	Ensure measurable learning outcomes and feedback consistency.

In the field of sports training, this logical connection ensures that students can apply theoretical principles in real or simulated environments, bridging the gap between curriculum intention and instructional practice. The “gold textbook” thus acts as both a curricular bridge and a pedagogical engine, transforming standards into actionable learning experiences that foster competence and innovation.

3.3 Integration of Teaching Content, Practice, and Innovation

A hallmark of vocational education—especially in sports training—is the integration of theory and practice. Courses and textbooks that separate these dimensions risk producing graduates with limited practical competence. Therefore, innovation in curriculum and textbook design must emphasize authentic, practice-based learning that mirrors real professional contexts.

The integration of content, practice, and innovation in vocational sports training can be conceptualized as shown in Table 4.

Table 4 Integration of Teaching Content, Practice, and Innovation in Vocational Sports Training

Integration Dimension	Core Elements	Implementation Strategies	Expected Educational Outcomes
Content Integration	Theoretical knowledge of sports science, pedagogy, and training principles	Design modular, scenario-based learning units linked to actual coaching or training contexts	Learners build solid theoretical foundations contextualized in real-world situations
Practice Integration	Practical training, simulation and field experience	Combine classroom learning with internships, workshops, and on-site training; use case-based and project-based teaching	Students develop applied skills and professional confidence through experiential learning
Innovation Integration	Application of digital tools, research, and creative problem-solving	Incorporate multimedia resources (video, VR/AR, data analytics); encourage innovation projects and reflective learning	Learners enhance creativity, technological literacy, and capacity for continuous improvement

Through these forms of integration, “gold courses” and “gold textbooks” become comprehensive platforms that blend knowledge, practice, and innovation. They promote the transition from teacher-centered instruction to learner-centered, competence-oriented education, fostering adaptable and innovative professionals for the modern sports industry.

4 STRATEGIES FOR DEVELOPING "GOLD COURSES" AND "GOLD TEXTBOOKS"

Building on the theoretical and structural pathways discussed earlier, this section proposes practical strategies for developing high-quality (“gold”) courses and textbooks in vocational sports training education. The focus is on translating curriculum objectives into effective teaching practices, promoting the synergy of content, pedagogy, and innovation, and exemplifying successful implementation through case analysis.

4.1 Principles of "Gold Course" Construction

The construction of a “gold course” in vocational sports training must go beyond excellent content—it requires systematic design that integrates educational objectives, teaching methods, assessment, and innovation. A “gold course” should cultivate both technical competence and professional quality through engaging, practice-oriented learning. To operationalize these ideas, Table 5 summarizes the core principles, implementation strategies, and expected outcomes of “gold course” construction.

Table 5 Principles and Implementation Strategies for "Gold Course" Construction

Principle	Description	Implementation Strategies	Expected Outcomes
Outcome Orientation	Focus on measurable competencies aligned with industry standards	Define clear learning outcomes based on national occupational standards and professional roles	Learners achieve tangible, verifiable competencies for sports-related professions
Integration of Theory and Practice	Blend academic knowledge with real-world applications	Employ task-based learning, on-field teaching, and dual-teacher models combining educators and industry coaches	Students develop applied problem-solving and operational skills
Digital and Interactive Learning	Use modern technology to enhance engagement	Introduce online platforms, data-based sports analysis, and multimedia resources	Improved learning motivation and digital literacy
Continuous Improvement	Ensure dynamic course evaluation and feedback loops	Establish monitoring mechanisms and iterative updates through student and industry feedback	Courses remain relevant, adaptive, and innovative

4.2 Standards and Characteristics of "Gold Textbooks"

While “gold courses” focus on teaching design, “gold textbooks” act as the primary vehicles for delivering curriculum standards in practice. They embody content selection, pedagogical design, and technological integration, forming a comprehensive learning system.

To establish a unified standard for such textbooks, Table 6 presents the core dimensions, key characteristics, and implementation approaches for “gold textbook” development in vocational sports education.

Table 6 Standards and Key Characteristics of "Gold Textbooks" in Vocational Sports Education

Standard Dimension	Key Characteristics	Practical Approaches	Intended Impact
--------------------	---------------------	----------------------	-----------------

Curriculum Alignment	Consistency with national standards, course objectives, and skill requirements	Develop content directly linked to learning outcomes and industry tasks	Ensures coherence between teaching, learning, and assessment
Content Relevance	Strong connection with professional practices and current industry trends	Integrate updated case studies, competition examples, and technological innovations	Increases applicability and authenticity of learning materials
Pedagogical innovation	Learner-centered and activity-based design	Include problem-solving tasks, reflective exercises, and collaborative projects	Encourages active learning and critical thinking
Digital and Visual Design	Use multimedia and interactive formats for engagement	Combine print and digital materials	Enhances flexibility and accessibility
Sustainability and	Continuous renewal and adaptability to emerging technologies	Establish editorial committees with educators and practitioners for periodic review	Keeps textbooks relevant to evolving vocational contexts

4.3 Case Study: Practice in Vocational Sports Training Programs

To illustrate how the above strategies are applied in practice, a representative case is analyzed from Tianjin Vocational College of Sports, which has implemented a reform integrating “gold course” construction with “gold textbook” development in its Sports Coaching and Training program[10].

The key components and outcomes of this initiative are summarized in Table 7.

Table 7 Case Study: Construction Practice of a "Gold Course" and "Gold Textbook" in Sports Coaching

Aspect	Implementation Practice	Achievements
Curriculum Reform Focus	Reconstructed the “Sports Training Fundamentals” course based on competency-oriented modules	Improved coherence between theory, practical sessions, and internship experiences
Textbook Development	Developed a modular digital textbook integrating QR codes, video tutorials, and data-analysis examples	Increased learning interactivity and self-directed study engagement
Teaching Innovation	Introduced dual-teacher instruction (academic + industry expert) and blended online–offline delivery	Enhanced authenticity and flexibility of learning experiences
Evaluation and Feedback	Implemented multi-dimensional assessment (peer evaluation, self-reflection, practical tests)	Boosted student confidence, teamwork, and employability outcomes
Industry Collaboration	Partnered with local sports clubs and fitness organizations for training practice	Strengthened the link between classroom learning and real-world applications

5 DISCUSSION AND CONCLUSION

5.1 Discussion

The development of “gold courses” and “gold textbooks” in vocational sports training education reflects a fundamental shift from knowledge transmission to competence-oriented learning. The results of this study demonstrate that the success of such reform depends on the effective integration of curriculum objectives, teaching design, and industry participation.

First, curriculum objectives aligned with industry standards form the foundation of quality vocational education. Clear, outcome-oriented goals enable curriculum planners to design learning experiences that correspond to real occupational tasks. This alignment ensures that students develop both theoretical understanding and applied skills relevant to professional practice.

Second, the logical transformation from curriculum standards to textbook design is essential for translating abstract objectives into teachable content. As the study shows, textbooks should not merely serve as repositories of information but as instruments for applying knowledge, fostering reflection, and guiding practice. When textbooks embody curriculum standards through structured modules, contextual cases, and formative assessments, they become powerful tools for achieving learning outcomes.

Third, the integration of teaching content, practice, and innovation serves as the engine of high-quality course construction. Practical training, digital learning technologies, and scenario-based tasks help bridge the gap between classroom and workplace. Particularly in sports training, where experiential learning is crucial, the combination of virtual simulation, field practice, and reflective evaluation promotes deeper learning and professional adaptability.

Finally, the case of Tianjin Vocational College of Sports exemplifies how collaborative reform between educators and industry experts can create sustainable mechanisms for curriculum and textbook co-development. The success of this

model highlights that “gold courses” and “gold textbooks” emerge not from isolated innovations but from systematic collaboration, ongoing feedback, and institutional support.

5.2 Discussion

This study examined the pathway from curriculum development to textbook construction in vocational sports training education, emphasizing the creation of “gold courses” and “gold textbooks” as a key strategy for improving teaching quality and professional relevance. The research demonstrates that the essence of this transformation lies in the organic integration of curriculum objectives, textbook content, pedagogical practice, and industry collaboration.

The findings indicate that curriculum design rooted in industry-oriented, competency-based principles provides a solid foundation for course and textbook development. When curriculum standards are closely aligned with occupational requirements, textbooks can effectively translate theoretical frameworks into actionable learning experiences. This process ensures that vocational education moves beyond rote learning toward performance-based, experiential, and reflective teaching practices.

Furthermore, the integration of theory, practice, and innovation has been shown to be a driving force behind educational excellence. In the context of sports training, where skills application and situational learning are central, the combination of digital resources, field practice, and creative teaching strategies enhances both learning motivation and professional adaptability. The collaborative reform efforts at Tianjin Vocational College of Sports exemplify how educators, industry experts, and institutional leaders can jointly foster sustainable mechanisms for course and textbook co-development.

In conclusion, the pathway from curriculum to textbook represents not only a structural progression but also a paradigm shift in vocational education philosophy—from teacher-centered instruction to learner-centered, competence-oriented, and innovation-driven education. Through continuous alignment between educational objectives and industry needs, the development of “gold courses” and “gold textbooks” can effectively cultivate reflective, skilled, and forward-looking professionals, contributing to the modernization and high-quality development of vocational sports training education.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

FUNDING

This research was supported by the Tianjin Vocational College of Sports under the college-level project “Research and Practice on the Reform of Teaching Methods for “Customer Communication and Skills” under the Integration of Industry and Education” (Project No. TZY202402).

REFERENCES

- [1] Tyler R. *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press, 1949.
- [2] Wheelahan L, Moodie G. *Rethinking Skills in Vocational Education and Training: From Competencies to Capabilities*. Sydney: NSW Board of Vocational Education and Training, 2011.
- [3] Ministry of Education of the People’s Republic of China. *National Vocational Education Reform Implementation Plan*. Beijing: MOE Press, 2019.
- [4] Zhang Wei. Research on competency-based curriculum design in higher vocational education. *Vocational and Technical Education*, 2020(12): 45–49.
- [5] Liu Jing. Modular curriculum reform and teaching innovation in Chinese vocational colleges. *China Vocational and Technical Education*, 2021(5): 22–28.
- [6] Tomlinson B. *Developing Materials for Language Teaching*. 2nd ed. London: Bloomsbury, 2013.
- [7] Hutchinson T, Torres E. The textbook as agent of change. *ELT Journal*, 1994, 48(4): 315–328. DOI: 10.1093/elt/48.4.315.
- [8] Chen Xiaohong. The connotation and construction path of “gold textbooks” in vocational education. *Education and Vocation*, 2020(9): 34–39.
- [9] Li Hong, Wang Rui. Characteristics and evaluation standards of “gold textbooks” in higher vocational colleges. *Modern Education Management*, 2021(6): 72–78.
- [10] Tianjin Vocational College of Sports. *Report on the Reform of “Gold Courses” in Sports Training*. Tianjin: Internal Publication, 2023.