

# Exploration of the Reform Model of “One Outline and Multiple Modules” in Tennis Teaching at Local Normal Universities

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**Abstract:** *With the deepening of higher education reform, tennis teaching in local normal universities is facing challenges such as single content, traditional methods, and one-sided evaluation, which are difficult to meet the requirements of talent cultivation in the new era. The purpose of this study is to explore the application effect of the “one syllabus, multiple modules” reform model in tennis teaching, and provide new ideas for improving teaching quality and cultivating well-rounded talents. The study thoroughly analyzed the basic principles, application advantages, and connection methods with existing courses of the “one syllabus, multiple modules” model. The results show that this model effectively improves students’ learning interest and participation, enhances their comprehensive abilities, and optimizes teaching quality through flexible course settings and personalized teaching. At the same time, this model provides reference for other physical education curriculum reform, promotes the innovation of teaching model, promotes the improvement of evaluation system, and helps teachers’ professional development and teaching ability.*

**Keywords:** Local normal universities, Tennis teaching, The reform model of “one program, multiple modules”.

## 1. Preface

Today, as higher education reform continues to deepen, physical education teaching in local normal universities is facing unprecedented opportunities and challenges. Tennis, as a sport that combines skills, physical fitness, and strategy, is not only loved by students, but also plays a unique role in cultivating comprehensive qualities. However, looking at the current situation of tennis teaching in local universities, problems are still prominent: the curriculum lacks flexibility and is difficult to adapt to the diverse needs of students; The teaching method is relatively single and fails to fully stimulate learning interest; The evaluation system is not comprehensive enough to fully reflect students’ abilities. These issues not only affect the quality of teaching, but also to some extent constrain the comprehensive development of students. Faced with the higher requirements for talent cultivation in the new era, it is urgent to find a teaching model that can maintain teaching unity and meet personalized needs. In this context, the “one program, multiple modules” reform model has emerged. This innovative model is based on the existing teaching syllabus, aiming to build a new tennis teaching system that is both unified and diverse, systematic and flexible through modular design and flexible combination. It is not only expected to solve the many difficulties faced by current tennis teaching, but also provide new ideas and directions for the reform of physical education teaching in local normal universities.

## 2. The Current Situation and Problems of Tennis Teaching in Local Colleges and Universities

### 2.1 The Teaching Content is Single and Lacks Systematicity

Tennis is a highly competitive and confrontational sport that greatly tests the flexibility, cardiovascular ability, and psychological resilience of athletes [1]. However, looking at

the current situation of tennis teaching in local universities, the problem of single and fragmented teaching content is becoming increasingly prominent, making it difficult to form a systematic knowledge system. On the one hand, the curriculum focuses too much on imparting basic technical movements, while neglecting the explanation of tactical training and competition rules, which makes it difficult for students to master more tennis learning and training skills through classroom teaching [2]. On the other hand, the teaching of theoretical knowledge is clearly insufficient, and the development history, cultural connotations, and related sports physiology knowledge of tennis are often overlooked. The phenomenon of the disconnect between theory and practice keeps students’ understanding of tennis at a superficial level, making it difficult to form a deep understanding and lasting interest.

### 2.2 Traditional Teaching Methods with Insufficient Interactivity

The shackles of traditional teaching methods still constrain the development of tennis teaching in local universities, mainly reflected in two aspects. From the perspective of teaching mode, the approach of “teacher demonstration and student imitation” still dominates classroom teaching. This one-way indoctrination teaching method ignores the students’ subject status and is difficult to stimulate their learning initiative and creativity. Students can only passively receive knowledge and lack opportunities for thinking and exploration, which is not conducive to cultivating their independent thinking and problem-solving abilities. In terms of interaction level, under the traditional teaching mode, students lack sufficient feedback and interaction opportunities, which to some extent limits the improvement of students’ active learning and problem-solving abilities [3]. It also makes it difficult for teachers to timely understand students’ learning status and personalized needs, thereby affecting teaching effectiveness.

### 2.3 The Single Assessment and Evaluation Method Makes

### **It Difficult to Comprehensively Evaluate Students' Abilities**

The current assessment and evaluation system for tennis teaching in local universities is facing severe challenges, mainly manifested in two aspects: single evaluation criteria and rigid evaluation methods. In terms of evaluation criteria, the existing assessment methods focus too much on the standardization of technical movements and quantitative indicators such as hit rate, neglecting students' performance in tactical application, psychological quality, and sportsmanship. This one-sided evaluation standard cannot fully reflect students' learning outcomes, nor can it stimulate their innovative thinking and personality development. In terms of evaluation methods, assessments are often limited to final exams and lack process and formative evaluations. This summative evaluation model is not conducive to timely detection and resolution of problems in the learning process, nor does it reflect the progress process of students.

### **3. The Basic Principle of "One Syllabus, Multiple Modules" and Its Application Advantages in Tennis Teaching**

#### **3.1 The basic Principle of "One Program, Multiple Modules"**

The "one syllabus, multiple modules" teaching mode is an innovative curriculum design method, whose core concept is to divide the course content into multiple relatively independent and interrelated modules under the guidance of a unified teaching outline. This model is based on systems theory and modular theory, aiming to achieve the organic unity of standardization and personalization in teaching. In this principle, "One Outline" represents the overall goal and basic requirements of teaching, ensuring the directionality and consistency of teaching; And 'multi module' reflects the diversity and flexibility of content, allowing for combination and selection according to different needs. Each module has clear learning objectives, content framework, and evaluation criteria, and can operate independently or be combined with other modules.

#### **3.2 The Application Advantages of "One Syllabus and Multiple Modules" in Tennis Teaching**

The application of the "one syllabus, multiple modules" model in tennis teaching has demonstrated multiple advantages, bringing innovative breakthroughs to traditional teaching methods. Firstly, the excellent flexibility and adaptability of this model enable teaching to accurately meet the personalized needs of different students. By providing diverse learning options, students can choose suitable modules based on their own interests and abilities, thus achieving true personalized teaching. Secondly, under the diversified module design, students are no longer limited to single skill training, but can organically combine various learning contents such as technology, tactics, theoretical knowledge, etc., forming a systematic cognitive system for tennis sports. This comprehensive learning approach helps cultivate students' comprehensive abilities and innovative

thinking. In addition, actively exploring effective teaching methods for tennis courses can promote teachers to comprehensively update their teaching concepts, establish a student-centered and comprehensive development oriented teaching philosophy, and focus on strengthening the stimulation of students' learning interests in the subsequent tennis module teaching organization process, thereby effectively improving teaching efficiency [4].

### **4. The Integration and Fit of the "One Outline, Multiple Modules" Reform Model with Existing Courses**

#### **4.1 Integration with the Existing Curriculum System**

The key to the successful implementation of the "one syllabus, multiple modules" reform model lies in seamless integration with the existing curriculum system. This kind of connection can not only ensure the smooth progress of teaching reform, but also fully leverage the advantages of existing courses and achieve the organic integration of old and new courses. Specifically, local colleges should comprehensively sort out the structure and content of the existing curriculum system, identify the elements related to tennis teaching, and gradually integrate the concept of "one syllabus, multiple modules" into the existing curriculum to achieve a smooth transition. For example, modular teaching can be introduced into existing technical courses, allowing students to choose learning content of different difficulty levels based on their interests and abilities. In addition, establishing interdisciplinary collaboration mechanisms is also an effective way to achieve curriculum integration. For example, we can collaborate with disciplines such as biomechanics and psychology to develop comprehensive tennis teaching modules, enrich course content, and improve teaching quality.

#### **4.2 Adjustment and Optimization of Teaching Syllabus**

The teaching syllabus is a guiding document for curriculum implementation, and adjusting and optimizing it is an important part of implementing the "one syllabus, multiple modules" reform model. This process requires increasing flexibility and diversity while maintaining consistency in teaching objectives to meet the needs of different students. The focus of adjustment and optimization can be concentrated on two aspects: first, reconstructing the teaching content system. The traditional linear teaching syllabus can be changed to a modular structure, including basic modules, advanced modules, and expansion modules. Each module has clear learning objectives and content, and students can choose the appropriate module to study according to their own situation. For example, basic modules can include basic tennis techniques and rules, advanced modules can include tactical applications and competition strategies, and expansion modules can involve tennis culture and event organization. Secondly, optimize the assessment and evaluation methods. The new teaching syllabus should clearly stipulate diversified evaluation criteria, including multiple dimensions such as skill level, tactical application ability, and sportsmanship. At the same time, a combination of formative assessment and summative assessment is introduced to comprehensively reflect students' learning process and outcomes.

### 4.3 Integration and Utilization of Teaching Resources

The implementation of the “one program, multiple modules” reform model cannot be separated from the effective integration and utilization of teaching resources, which not only includes traditional hardware facilities, but also involves the optimization of software resources and human resources. In terms of resource integration, in addition to fully utilizing the school’s existing tennis courts and equipment, cooperation can also be established with surrounding sports venues to expand teaching facilities. For example, collaborating with local tennis clubs to provide students with a more professional training environment. At the same time, with the help of advanced technology, teachers can use high-definition photography equipment and motion tracking systems to record students’ tennis swing movements. Through professional analysis software, they can deeply study each student’s hitting posture and strength application. Based on this data, the system can generate unique analysis reports for each person and provide targeted optimization suggestions [5]. In terms of resource utilization, the use of venues can be arranged in a phased and hierarchical manner to meet the teaching needs of different modules. At the same time, fully utilize the expertise of teachers, form professional teaching teams, and equip corresponding guidance teachers for different modules.

## 5. The Influence and Effect of “One Outline, Multiple Modules” on Tennis Teaching

### 5.1 Enhance Students’ Interest and Participation in Learning

Unlike the traditional unified teaching model, “one syllabus, multiple modules” provides students with diverse learning choices. For example, beginners can choose the basic skills module, while students with a certain foundation can choose the advanced tactics module. This flexible selection mechanism allows students to participate in courses based on their own interests and abilities, greatly enhancing their learning motivation. At the same time, diversified teaching content has stimulated students’ curiosity. This is because the “One Outline, Multiple Modules” not only covers technical training, but also includes knowledge of tennis culture, event organization, and other aspects. This comprehensive curriculum allows students to understand tennis from different perspectives and broadens their horizons. For example, by studying the history of tennis development and introducing famous events, students develop a deeper interest in this sport and actively participate in practice. Through this approach, students transition from passive knowledge receivers to active learning explorers, creating a more active classroom atmosphere and significantly increasing participation.

### 5.2 Enhance Students’ Comprehensive Abilities and Qualities

The “one syllabus, multiple modules” teaching model is not limited to imparting tennis skills, but also focuses on cultivating students’ comprehensive abilities and qualities. This comprehensive educational concept is mainly achieved through two ways: on the one hand, in addition to basic tennis skills training, the “one program, multiple modules” also

includes tactical application, psychological training, physical fitness improvement, and other aspects. This diversified curriculum structure enables students to enhance their physical, psychological, and tactical thinking abilities while mastering specialized skills. For example, through the learning of simulation competition modules, students can not only apply the learned techniques to practical situations, but also exercise their ability to adapt to the situation and psychological regulation. On the other hand, some modules in the “One Outline, Multiple Modules” adopt project-based teaching methods, such as organizing on campus tennis matches, planning tennis cultural activities, etc. This teaching method requires students to comprehensively apply the knowledge they have learned, cultivating their organizational skills, communication skills, and teamwork abilities. For example, in the process of organizing on campus tennis matches, students need to develop competition rules, arrange schedules, coordinate venue usage, etc. These practical experiences have a positive impact on their future career development.

### 5.3 Optimize Teaching Quality and Enhance Learning Efficiency

The implementation of the “one syllabus, multiple modules” teaching model has had a significant impact on optimizing teaching quality and improving learning efficiency. In terms of teaching quality, the “one syllabus, multiple modules” model allows teachers to develop corresponding teaching plans based on the characteristics and needs of different students. This individualized approach allows each student to receive guidance that suits them, thereby maximizing learning outcomes. For example, for students with high athletic talent, teachers can increase the difficulty in the technical training module to accelerate the learning progress; For students with weaker foundations, they can increase practice time in the basic modules to consolidate their basic skills. In terms of learning efficiency, “One Outline, Multiple Modules” divides tennis teaching content into multiple relatively independent but interrelated modules, and students can choose the learning order and depth according to their own situation. For example, students can first learn basic technical modules, master basic movements, then learn tactical application modules, and finally enter the practical combat module. This gradual learning process makes the connections between knowledge points closer, allowing students to better integrate and improve their learning efficiency.

## 6. The Reference and Inspiration of “One Syllabus, Multiple Modules” for the Teaching Reform of Other Physical Education Courses

### 6.1 Promote Innovation in the Teaching Mode of Physical Education Courses

The successful practice of the “one syllabus, multiple modules” teaching mode in tennis courses has broken through the limitations of traditional physical education teaching and pointed out the direction for the overall innovation of physical education courses. Firstly, the “one syllabus, multiple modules” model provides a flexible and diverse approach to

curriculum design. For example, in basketball courses, technical training, tactical application, physical fitness training, rule learning, and other content can be divided into different modules, and students can choose suitable modules for learning according to their own situation. This modular curriculum design not only meets the needs of different students, but also promotes their comprehensive development. Secondly, the “one syllabus, multiple modules” emphasizes students’ active participation and personalized learning, which requires teachers to adopt more diverse teaching methods. For example, in swimming classes, teachers can set up projects of different difficulty levels for students to choose and complete independently, thereby cultivating their self-learning and problem-solving abilities. Finally, this model also provides the possibility for the integration of physical education courses with other disciplines. By setting up interdisciplinary modules, sports can be combined with knowledge from disciplines such as biology, physics, psychology, etc., expanding students’ knowledge base and improving the comprehensiveness of learning. For example, in track and field courses, biomechanical knowledge can be introduced to help students better understand and master technical movements.

### 6.2 Promote the Improvement of the Evaluation System for Physical Education Teaching

The implementation of the “one syllabus, multiple modules” teaching model has effectively changed the traditional single and result oriented evaluation method in physical education teaching through diversified and process oriented evaluation methods, and promoted the establishment of a more comprehensive and objective evaluation system. The “One Outline, Multiple Modules” model introduces various evaluation methods such as self-evaluation and peer evaluation. For example, in volleyball classes, in addition to teacher evaluation, students can also reflect on and evaluate their own learning process, and a group peer evaluation mechanism can be introduced to allow students to evaluate each other’s performance. In addition, the “one syllabus, multiple modules” mode sets up multiple learning modules, and teachers can conduct phased evaluations based on students’ performance in each module, and incorporate these evaluation results into the final grade. For example, in track and field courses, a comprehensive evaluation can be conducted on students’ learning attitudes, skill progress, and competition results in various project modules. Finally, the “one syllabus, multiple modules” model not only focuses on students’ motor skills, but also emphasizes the cultivation of other abilities such as teamwork and innovative thinking. For example, in the evaluation of basketball courses, in addition to basic skills and tactical application, evaluation indicators such as teamwork and on-site decision-making can also be added to comprehensively reflect students’ comprehensive abilities.

### 6.3 Assist Teachers in Their Professional Development and Enhance Their Teaching Abilities

As guides and organizers of tennis education in higher education institutions, these professionals play a crucial role in the teaching process. The professional abilities and teaching methods of tennis teachers directly affect students’ learning outcomes and the overall development of tennis

education [6]. In the “one syllabus, multiple modules” mode, teachers need to master the professional knowledge of each module and be able to flexibly apply it. For example, in a comprehensive physical education curriculum, teachers not only need to be proficient in individual sports skills, but also need to understand relevant knowledge of sports physiology, psychology, and training in order to better design and implement modular teaching. At the same time, the “one syllabus, multiple modules” model requires teachers to learn how to reasonably divide a vast knowledge system into interrelated modules and design learning paths that meet students’ needs. This requires teachers to have the ability to develop courses and be able to flexibly adjust teaching content and methods based on teaching objectives and student characteristics. Finally, in order to support modular teaching and personalized learning, teachers need to be proficient in using various teaching software and platforms, such as online course systems, learning management systems, etc. This prompts teachers to constantly update their technical knowledge and adapt to the information-based teaching environment.

Conclusion: The implementation of the “One Outline, Multiple Modules” reform model has brought new vitality and opportunities to tennis teaching and even the entire physical education teaching in local normal universities. This innovative model not only improves teaching quality and learning effectiveness, but also promotes the comprehensive development of students’ abilities. In the future, educators should continue to deepen research, optimize module settings, improve evaluation systems, and strengthen teacher training to better adapt to the new requirements of educational development. I believe that through continuous efforts and innovation, the “one program, multiple modules” model will make greater contributions to cultivating high-quality talents with comprehensive development and promote the vigorous development of China’s higher education industry.

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