

Analysis on the Application of OBE Concept in University Ideological and Political Courses

Weiwei Liu^{1, a}, Leifeng Wang^{1, b}

¹Jingdezhen Ceramics University, Jingdezhen, Jiangxi, China

^a85474966@qq.com, ^b1625283070@qq.com

Abstract

The academic circle has carried out a lot of research from the perspective of OBE concept and the teaching of university ideological and political courses, but the academic circle has not organically integrated the internal connection between OBE concept and university ideological and political courses, and the core principles of OBE concept have been applied to the teaching of university ideological and political courses. Therefore, based on the perspective of OBE, the paper studies the application of OBE concept in university ideological and political courses and discusses its significance, its current situation and trend.

Keywords

OBE concept; The ideological and political courses; Application; Evaluation.

1. Introduction

In 2019, General Secretary Xi Jinping emphasized the importance of "promoting ideological and political theory courses and constantly enhancing the ideological, theoretical and affinity of ideological and political courses". In 2020, the Implementation Plan of Ideological and Political Theory Courses of the CPC Central Committee and the Ministry of Education in 2020 emphasized the integration of ideological and political courses to realize the effective connection of curriculum objectives, curriculum setting and curriculum content system. In this context, the OBE concept, as an advanced educational concept, has promoted the continuous deepening of the university ideological and political course teaching reform, and has become the general trend. Therefore, exploration The application of OBE concept in university ideological and political course teaching, and constantly practice and improve. Therefore, we should review the application of OBE concept in university ideological and political courses teaching, and evaluate its current situation, hoping to provide some teaching reference for the teaching reform of university ideological and political courses in the new era.

2. The Status Quo of Domestic Research

There are relatively few documents on the application of OBE concept in university ideological and political courses, and rich theories: some scholars have summarized the OBE education concept; some scholars have proposed the application of OBE concept to university ideological and political courses and other courses. The content of practical application is relatively limited. So far, the research results are summarized as follows:

First, the research on the connotation of OBE concept. Yuan Songhe (2013) systematically summarized the definition of the OBE concept, believing that this concept is to enable students to independently complete the corresponding learning tasks, acquire theoretical knowledge and apply the theory to practice after a certain period of learning. [1] Shen Tianen (2016) studied the definition, calculation and evaluation of the learning results on the basis of the

analysis of the achievement-oriented theory, and deeply summarized the theoretical basis and teaching planning of the OBE concept.[2]

Second, the application study of OBE in the teaching objectives of university courses. Liu Xiaoyan (2019) advocates the teaching reform of ideological and political courses for college students under the OBE concept. The teaching goal takes "student-centered" as the logical starting point, starting from four aspects: defining learning output, realizing learning output, evaluating learning output and applying evaluation output.[3] Chi Yuan (2019) pointed out that diversified and innovative education and teaching objectives should be constructed, reasonable use of enterprise superior resources should be made to establish cooperative partnerships, adhere to the learning results as the guidance of education and teaching, and systematically analyze the innovative mechanism of practical talent cultivation.[4]

Third, the application of OBE in University Curriculum. Ding Shilin (2021) believes that the OBE concept practices the principle of "student-center" in teaching implementation, respects students' subjectivity, learns to adjust the teaching content and form of ideological and political courses from the perspective of students, and follows the principle of "continuous improvement" to constantly improve the teaching attraction and continuously improve the teaching quality of ideological and political courses.[5] Fu Chunmei (2020) believes that OBE advocates "output-oriented", student-centered and continuous improvement teaching process, with the help of modern information technology, and it is deeply integrated with ideological and political education and teaching, adopting tradition The hybrid teaching mode combining classroom teaching and online teaching is helpful to realize the innovation of teaching and learning mode, and helps to improve the teaching quality of ideological and political courses, and thus improve the quality of talent training.[6]

Forth, the application of OBE in teaching evaluation of university courses. Cheng Gang (2019) OBE concept emphasizes the importance of students' physical and mental health development, adopts targeted teaching methods, actively innovates teaching concepts and evaluation methods, adopts results-oriented teaching concepts to develop reasonable and standardized teaching strategies, guide students to establish the awareness of all-round development, and mobilize students' enthusiasm for learning.[7] Li Li (2018) believes that the use of OBE concept teaching evaluation methods and incentive measures to construct and design the practical courses of university ideological and political courses, in order to improve the pertinency and effectiveness of ideological and political courses teaching.[8]

3. The Current Situation of Overseas Research

There is no foreign research on the application of OBE concept in ideological and political courses in universities. However, there are many documents on OBE concept, rich content and various perspectives. Some scholars explained the overall definition of OBE; some scholars introduced how to apply the OBE concept to teaching, summarized the OBE teaching model, and applied it to vocational education, and gained rich experience. The current relevant studies are summarized as follows:

First, the research on the concept of the OBE. Spity (1999) defined OBE as clearly focusing on and organizing the education system so that students can conduct learning activities around the training goals and achieve substantial learning outcomes upon graduation.[9] Achaya (2003) proposed that the achievement-oriented OBE education teaching model covers four elements: defining learning output (Defining), realizing learning output (Realizing), evaluating learning output (Assessing), and using learning output (using) It has become an achievement-oriented education mode of "from defining learning results, to realizing learning results, to evaluation of learning results".[10]

Second, the research on the teaching objectives of the OBE. Milk (2009) focus on the relationship between learning results and teaching design, its believes that teachers for different understanding of learning results greatly affect the OBE concept in the teaching process of implementation and the final learning results, therefore, to understand the results and choose the appropriate teaching goal needs teaching workers to explore education teaching.[11] Frank (2010) believes that the OBE concept should first define learning outcomes and then be used to guide course decisions or course teaching objectives.[12]

Third, the research on the teaching process of OBE. Bogacha (2003) systematically makes an in-depth analysis of the orientation of learning results, and believes that the corresponding process of OBE education model should be implemented: defining learning results- -completing learning results- -evaluating learning results- -and applied learning results.[13] Murphy et al. (2008) proposed that students should actively participate in the course teaching process to strengthen the consistency between teaching and learning.[14]

Forth, the research on the evaluation of OBE teaching. Harden (2007) noted that the list of abilities for measurement and implementation evaluation, and pointed out that research on learning achievement orientation should focus on the construction of learning results, rather than using OBE as a method in practice. Therefore, teachers need to strengthen their understanding and grasp of curriculum design knowledge.[15] and some scholars have made an overall discussion on the evaluation of students' learning results, among which Borg et al. (2008) have launched a more detailed elaboration on the evaluation of students' learning results.[16]

4. Practical Significance and Theoretical Significance of The Research

Under the guidance of OBE concept, university ideological and political courses take "student-centered" as the logical starting point, starting from four aspects: defining learning output, realizing learning output, evaluating learning output and applying evaluation output, which is helpful to cultivate all-round college students who can take responsibility in the cause of national rejuvenation.

First, the practical significance: As an advanced educational concept, OBE concept has practical significance for reference in teaching ideological and political courses in universities.

Second, the theoretical significance: This article is a close combination of OBE concept and university ideological and political course teaching. The OBE concept with "achievement-oriented" as the value to follow provides a valuable theoretical significance for the teaching reform of university ideological and political course.

5. Conclusion

The OBE concept started early in overseas development. In the long history of development, it has accumulated a lot of practical experience, and has now formed a relatively perfect theoretical system. However, foreign research pays too much attention to the basic research of achievement-oriented concept and ignores its specific implementation in the actual education and teaching process, resulting in the practical effect does not reach the ideal level. Domestic researchers put forward optimization strategies for the application of OBE concept in university ideological and political courses: changing teachers' teaching mode, reasonably adopting case analysis method and situational teaching method to improve the teaching effect of university ideological and political courses. However, due to the time, site and people Restricted by the force and other factors, the above teaching methods still face great resistance in the practical application, and the application in the university ideological and political courses has not been institutionalized, so it is difficult to really and effectively improve the

classroom effect. At present, the OBE concept has achieved some results in the practical teaching process in China, and there is room for further research in the teaching and application of ideological and political courses in universities. First, the OBE concept advocates that the focus of curriculum teaching should change from the traditional learning of subject content to the change of student behavior and the growth of ability. The future research will better meet the needs of the society for talents and conform to the trend of teaching reform of ideological and political courses in universities; Second, the current OBE concept in university education courses application research mainly take descriptive and speculative analysis, and in the aspects of cultural resources, according to the knowledge itself, often teaching objectives setting focus on knowledge despise skills and ability, cannot promote the all-round development of students, the future can combine the school-based resources and local cultural resources, such as ceramic culture heritage, Jingdezhen cultural heritage protection, to better promote the development of "Ideological and political + culture" innovation, so as to improve the effectiveness of education courses teaching.

Acknowledgments

This paper is the phased achievement of the Application of OBE Concept in Ideological and Political Course Teaching (SZ212021) in Jiangxi Ideological and Political Theory Research in 2021; The phased achievements of Jiangxi Provincial Degree and Graduate Education and Teaching Reform Research Project "The Local teaching on the reform and innovation of Jiangxi graduate ideological and political courses in the new era" (JXYJG-2021-185); Jingdezhen Ceramic University Young Teachers Teaching Reform Research Fund Project "Exploration and practical research on Differentiated Teaching of University Ideological and Political Course in the Big Data" (TDJG-20-Y48); Jingdezhen Social Science Planning Project "Research on the Protection of the Intangible Cultural Heritage of Jingdezhen Ceramics driven by Industry and Digital" (202236); Jingdezhen Ceramic University ideological and political theory course research special topic "'Outline of Chinese Modern History' course education and teaching and the cultivation of college students' awareness of distress".

Author Profile: Liu Weiwei, female, Jingdezhen Ceramic University, mainly engaged in ideological and political education theory and practice research; Wang Leifeng, male, Jingdezhen Ceramic University, mainly engaged in socialist education theory and practice with Chinese characteristics.

References

- [1] Yuan Songhe. The —— is based on an international comparison perspective[J]. Research on Modern Distance Education. 2013,(3):104.
- [2] Shin Tianen. On the Achievement-oriented Educational Concept [J]. College education management. 2016,10(5):47.
- [3] Liu Xiaoyan. Based on the concept of OBE in the teaching reform of ideological and political courses in universities and the practice of —— situational simulation teaching [J]. Contemporary Educational Practice and Teaching Research, 2019 (11): 134.
- [4] Chi Yuan. Research on Innovative Innovation of Collaborative Education in Undergraduate Universities Based on OBE [J]. The Journal of Higher Education Studies. 2019,(21):26.
- [5] Ding Shilin. Exploration of Ideological and Political Course Teaching in Universities based on OBE Concept [J]. Journal of Xingyi Normal College for Nationalities. 2021,(03):62.
- [6] Fu Chunmei et al. Analysis on Mixed Teaching of Ideological and Political Courses Based on OBE Concept [J]. 2020(12):77.

- [7] Cheng Gang. Hidden and Highlight: on Party History Education in Ideological and Political Teaching in Colleges and Universities [J]. Journal of Inner Mongolia Normal University (Education Science edition). 2019,32(07):38.
- [8] Li Li. Exploration of practical Teaching Reform of "Ideological and Political Course" based on OBE Education Theory [J]. Contemporary Educational Practice and Teaching Research, 2018 (8): 88.
- [9] Harden R M. Outcome-based Education:PartI-Anntroduction to Outcome-based Education[J]. MedicalTeacher, 1999, 21 (1):6-15.
- [10] Chandrama Acharya. Outcome-Based Education (OBE):A New Paradigm for Learning [J]. CDTLink, 2003,Vol.7,No.3.
- [11] Morcke, A. M., & Eika, B. (2009). Medical faculty and curriculum design'No, no, it's like this: You give your lectures'[J].Medical Teacher, 31(7):642-648.
- [12] Frank, J. R., Mungroo, R., Ahmad, Y., et al. (2010a). Toward a definition of competency-based education in medicine: a systematic review of published definitions [J]. Medical Teacher, 32 (8):631-637.
- [13] Acharya C. Outcome-based education (OBE): A new paradigm for learning[J].Centre for Development of Teaching and Learning, 2003, 7(3):7-9.
- [14] Murphy, M. J., Seneviratne, R. D. A., Mcaleer, S. P., et al. (2008). Student selected components: Do students learn what teachers think they teach[J]. Medical Teacher, 30(9-10):175-179.
- [15] Harden, R. M., Crosby, J. R., Davis, M. H., & Friedman, M. (1999). AMEE Guide No. 14: Outcome-based education: Part 5-From competency to meta-competency: a model for the specification of learning outcomes.[J].Medical Teacher 21(6):546-552.
- [16] Borg, Hall. Quality and Accountability in Higher Education [M]. Mao Yaqing, Liu Lengxin, Ze Beijing: Beijing Normal University Press, 2008.