

Exploration and Practical Analysis of OBE Theory in Blended Teaching of English and American Literature Courses

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Abstract: English and American literature courses are designed to cultivate the literary quality of contemporary college students, relying on the ideas, knowledge, schools, and works of English and American literature. Results-oriented education is a teaching method that “decides by goals and makes plans.” It is a teaching idea that purposefully integrates all kinds of teaching resources and serves to realize outcome goals. Applying this concept to the blended teaching of English and American literature courses is conducive to leading teachers and students to move towards a unified goal with a relatively straightforward goal. The teaching efficiency and effect will be improved, and the teaching influence will be more obvious. Especially for the course of British and American literature, which is more theoretical and ideological, it is difficult to understand the corresponding content, and it is easy to grasp the situation of inaccuracy, which makes the teaching deviate from the track and the teaching effect is not good. With the help of results-oriented education, teaching deviation can be prevented under clear objectives.

Keywords: OBE theory; English and American literature courses; Blended teaching; Practical analysis

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Quote:

The theory of Outcome Based Education (OBE) is a method of teaching guided by learning outcomes and results. On the basis of clear objectives, it can focus more clearly on the important and difficult points of teaching, facilitate the organization and arrangement of teaching links, make the connection between the fingers more closely, and help to promote students’ understanding of the course content and achieve the expected teaching effect. The course of British and American literature is relatively more theoretical. Teaching activities carried out under the guidance of OBE theory can further clarify the teaching direction and the key points of organization and implementation of each link and help teachers and students achieve the expected goals. Especially in the process, when the PBL teaching method (i.e., “problem situation method” and “project-based teaching method”) is combined to link online and offline teaching content and promote the connection between the two more closely, the situation creation effect is better, and it is more beneficial to achieve the outcome goal. Therefore, English teachers in colleges and universities should integrate OBE theory into blended teaching effectively when carrying out British and American literature courses, guide students to be goal-oriented, continuously optimize learning strategies, and improve learning quality and effectiveness.

1. Influence of OBE theory on Blended teaching of English and American literature courses

It is necessary to analyze the basic situation of English and American literature courses from the perspective of curriculum characteristics to better understand the influence.

1.1 Course Features

The characteristics of English and American literature courses are “large and complicated content”, “comprehensive,” and “implicit.” The course of British and American literature mainly aims at understanding and learning the literary works and related authors, literary thoughts, and schools in the history of Britain and the United States. Different works correspond to different authors and reflect different ideological connotations. English literary works have been produced since the Middle Ages, which have been inherited for thousands of years and accumulated a wide range of literary works. Literary works are also divided into different types of content, such as poetry, fiction, and drama.

The content and ideas are also vibrant, fully reflecting the two countries’ social reality, lifestyle, national habits, values, and ideologies.^[1] However, college students’ life experience is simple, which is difficult to understand, and it is easier to lose the direction in blended learning and difficult to achieve the expected learning effect.

1.2 Theoretical Impact

OBE theory, for the blended teaching of British and American literature courses, is a critical concept to clarify and guide the teaching and learning process. It can support students to start from the “goal”, strengthen their belief in the goal, and be guided by it to clarify the specific learning content and learning strategy. It can objectively evaluate the phased learning results with appropriate tests, which is conducive to controlling the learning direction and realizing the learning goal. Improve the teaching quality and efficiency of the whole course.

2. Exploration and practical analysis of OBE theory in blended teaching of English and American literature courses

The application of OBE theory in the blended teaching of British and American literature courses is still in the early exploration stage, and the implementation of relevant practical activities still needs to be mature. It is necessary to improve the theoretical system in continuous exploration and practice, help the development of curriculum activities, and improve the quality and efficiency of subject teaching.

2.1 Goal Setting

The curriculum blended teaching based on OBE theory also needs to start from goal setting, predict learning outcomes, establish outcome goals, and guide the subsequent teaching program design and learning strategy formulation. The course of English and American literature is one of the essential courses for English majors in colleges and universities, so the establishment of teaching objectives should be based on the core training objectives of the major. From the perspective of curriculum structure, the teaching of British and American literature mainly goes through three stages: foundation, ability, and accomplishment, which is subject to the combination of general education and professional education^[2]. The curriculum has high requirements for language skills, literary literacy, appreciation ability, and critical thinking ability, which is also an important teaching goal.

Suppose it is based on students’ main body characteristics and integrates OBE theory to clarify the learning output results. In that case, it should be refined to each teaching and learning stage in combination with the above overall objectives of the course, formulate phased goals, and guide the specific teaching and learning work. In blended teaching activities, it is also necessary to specify the goals of different online and offline activities so that teachers and students can obtain the expected learning results in the case of more accurate goals. For example, in part “British and American Literature Guide”, the overall goal is to understand the overall picture of the formation and development of British and American literature, understand the historical and contemporary social characteristics of the two countries, and form a cross-cultural learning consciousness; Learn about the main works, authors and ideas. For online and offline, a distinction should be made, such as the purpose of online data collection, offline sharing, and other activities to grasp the blended teaching and learning process in a better way.

2.2 Content distribution and activity design

The content distribution is mainly student-centered, and the analysis is based on students’ learning content, methods, and results^[3]. To conduct the blended teaching activities based on OBE theory, the course instructor must clarify the specific content, ensure the reasonable distribution of content, and make reasonable arrangements for specific online and offline activities.

If the pre-class preview is set online, the core of “basic learning” is clear, and when organizing and distributing online learning content, it is necessary to focus on the difficulty of teaching content. Some discussion activities can also be set up to enliven the atmosphere and improve student participation^[4]. Setting classroom teaching offline, ensuring the connection between online and offline activities, and enabling students to have a better experience in offline activities is the key to maintaining initiative and enthusiasm.

For example, when teaching the content of “Shakespeare and Sonnet18”, students are arranged to learn about the author, the essential content related to the work, life experience, and creation background through micro-lessons on the “Chinese College Foreign Language MOOCs Platform” before class, compare the courseware content and read “Sonnet18” independently to initially understand the meaning of the poem in the romantic atmosphere created by homework... During offline teaching in class, it will be brought as a “sharing meeting” to link up the pre-class preview content and mobilize students’ positive emotions. Then, in small groups, we will read Chapter 6 of the second part of Liu Bingshan’s “A Brief History of English Literature” to guide students to discuss further and share their reading experience, understanding of the content and text intention, and their summary. Under more explicit goals, students are more likely to enter the state of learning, especially in the free discussion. Although the group is used as a unit, the whole process has a particular “debate” nature, and students can feel the fun and positive atmosphere of literary creation and discussion freely, which is conducive to cultivating their literary literacy.

2.3 Implementation and Reflection

In the process of organization and implementation, it is necessary to deeply maintain the interaction with students, of course, the interaction here not only refers to language but also includes physical and eye communication. It can make students feel the attention and concern of teachers, and it is more conducive to mobilizing their enthusiasm to participate in class.

In the above online and offline activities, teachers should keep a certain distance when participating and aim more at learning outcomes from the perspectives of “guiding”, “inspiring”, and “supplementing”. Teachers should combine the expected learning outcomes, judge the classroom situation at any time, timely raise questions or supplement, guide students, and help them better achieve their learning goals. For example, the online link can present the guidance questions in the courseware at the end of the micro-class, minimize the number of teachers’ participation, and also play a certain role in guiding the thinking of the class and students.

Conclusion:

With the development of British and American literature curriculum activities, modern information technology, the realization of online and offline joint teaching, and advanced teaching concepts to guide students, the teaching effect will be relatively better. Suppose the OBE theory is applied to the curriculum of blended teaching. In that case, it can lead teachers and students toward the established learning goals, and the curriculum is more concise and refined. However, the overall effect will be more obvious. With more explicit goals, students can examine the current learning environment and their own learning level, and then reasonably adjust learning strategies to help achieve better-established learning goals. The sense of learning experience and self-confidence obtained from this will be stronger, and it will be more beneficial to help students learn English professional knowledge.

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