

# Research on the Path of Teaching Reform in Universities Based on the Concept of OBE

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**Abstract:** OBE is a student-centered educational philosophy that emphasizes on cultivating students' learning ability. In traditional educational models, teachers often focus on teaching knowledge and neglect students' subjective initiative. The teaching reform based on the OBE concept can improve the teaching quality, promote the updating of the teaching content and enhance the employment competitiveness of students, which is one of the trends of the future teaching reform in universities. Based on this, this paper takes the overview of OBE teaching concept and the necessity of teaching reform in universities under OBE concept as the starting point, and puts forward some suggestions on clarifying teaching objectives, designing course structure and formulating evaluation methods under OBE concept, in order to provide effective reference for teaching reform in universities.

**Keywords:** OBE concept; Teaching Reform; Universities

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## 1. Introduction

Teaching in universities is an important way to improve the quality of education and cultivate high-quality talents. However, under the traditional education mode, many teachers easily ignore the individualized learning needs of students, resulting in insufficient practical ability of students. In this context, the OBE concept has emerged. In essence, the OBE concept emphasizes student-centered, encouraging teachers to adjust teaching plans and teaching methods according to the actual situation and characteristics of students, so as to meet the individual needs and development goals of students. The organic integration of OBE concept and university teaching can effectively improve the shortcomings of traditional education model, which has become one of the reform directions of the future university education model. Therefore, this article systematically outlines the OBE teaching concept and the necessity of teaching reform in universities under the OBE concept, aiming to explore the path of teaching reform in universities based on the OBE concept, in order to provide reference for teaching reform in universities.

## 2. Overview of OBE teaching concept

OBE teaching concept originated in the United States in the 1960s, which is a student-centered teaching method, and its full name is "Outcome Based Education". In the traditional education model, teachers usually focus on imparting knowledge, and students are regarded as passive receivers of knowledge. This kind of education model ignores the individual differences and learning needs of students, resulting in the lack of understanding and application of what students have learned. The OBE teaching concept aims to change this situation. It emphasizes students' learning outcomes as the core index for evaluating teaching effects, and advocates that teachers should constantly conduct self-assessment and improvement in the teaching process to ensure the continuous improvement of education quality, so as to focus on cultivating students' various abilities and skills. The core idea of OBE teaching concept is to take students' learning outcomes as the center of teaching, and the task of teachers is to help students achieve these learning outcomes. These learning outcomes can be the cultivation of students' subject knowledge and skills, as well as the cultivation of students' critical thinking, problem-solving ability and cooperative spirit.

The development of OBE teaching concept has gone through several stages. First of all, from the late 1960s to the early 1970s, educationalists began to criticize the traditional education model and put forward the student-centered education concept, that is, the OBE teaching concept. OBE teaching concept emphasizes that education should pay attention to students' individual differences and learning needs, and cultivate students' comprehensive ability and creativity, so as to achieve teaching purposes. Subsequently,

in the 1980s, the OBE teaching concept began to be applied and promoted in some schools and educational institutions in the United States. These schools and institutions guide students to actively participate in the learning process by setting clear learning objectives and evaluation standards, and cultivate students' abilities through practical projects and tasks, achieving good results. In the 1990s, the OBE teaching concept gradually expanded to a global scale. Afterwards, many countries and regions began to pay attention to the cultivation of students' learning outcomes and abilities, committed to promoting educational reform. At this stage, the OBE teaching concept gradually integrates with Chinese education concepts and methods, promoting teaching reform in Chinese universities.

### **3. The necessity of teaching reform in universities under the OBE concept**

With the rapid development of society and the constant renewal of knowledge, higher education is facing many challenges and needs for change. In this context, the concept of OBE comes into being and becomes a necessary choice for college teaching reform, which can improve teaching quality, promote the updating of teaching content and improve students' employment competitiveness. Firstly, the OBE concept can improve the quality of teaching. The traditional teaching model focuses on imparting and assessing knowledge, neglecting the cultivation of students' practical abilities. The OBE concept requires students to be able to master and apply the knowledge they have learned, emphasizing that teachers should cultivate students' innovative thinking and problem-solving abilities, thereby improving the quality of teaching in universities. Under the OBE concept, universities can better stimulate students' learning motivation and improve their learning effect by setting clear learning goals and evaluation standards. Secondly, OBE concept can promote the updating of teaching content. With the development of science and technology and the change of society, the updating speed of knowledge is getting faster and faster. The traditional teaching mode often lags behind the development of the times and cannot update the teaching content in time. Under the OBE concept, universities carry out teaching reform and update teaching content in a timely manner according to the development needs of the times, which is conducive to improving students' learning effectiveness, cultivating their comprehensive qualities and practical abilities, and better adapting to the needs and changes of society. Finally, the OBE concept can enhance students' employment competitiveness. The traditional teaching model focuses on imparting and assessing knowledge, while neglecting the cultivation of students' comprehensive qualities. However, the demand for talents in the real society pays more attention to practical ability and comprehensive quality. The OBE concept emphasizes the cultivation of students' practical ability and comprehensive quality, which can enable students to better adapt to the needs of the job market and improve employment competitiveness.

### **4. The practical path of teaching reform in universities based on the OBE concept**

#### **4.1 Clarify teaching objectives**

Under the OBE concept, universities can cooperate with enterprises to carry out internship and practical training projects, participate in industry research and investigation of relevant industry status, grasp the current and future requirements and expectations of the industry for talents, so as to clarify teaching objectives. At the same time, universities should be able to refer to the standards and guidelines issued by relevant professional associations, academic institutions, and industry organizations to conduct in-depth research and analysis of the standards and requirements of relevant majors, in order to ensure that the teaching content and training objectives are consistent with professional standards. In addition, industry experts usually have rich practical experience and successful cases, which can help universities better clarify teaching objectives by sharing their experiences and cases. Therefore, under the OBE concept, universities should introduce the insights and experience of industry experts, fully understand the latest industry information and development trends, and timely adjust the most teaching objectives accordingly, so as to ensure that the teaching objectives match the actual needs.

#### **4.2 Design course structure**

The OBE concept focuses on improving students' practical abilities. Under the OBE concept, while clarifying teaching objectives, universities should design and optimize course structures, align course content and practice with the objectives, and further improve students' practical abilities. On the one hand, based on the learning objectives under the OBE concept, universities should divide the curriculum into different modules or units. Each module should cover specific topics or skills and be organized in a logical order. Furthermore, universities need to design detailed course outlines in each module, including teaching content, teaching methods, evaluation methods, and learning resources, in order to clarify the course structure. On the other hand, the OBE concept emphasizes the cultivation of students' practical abilities, so universities should introduce practical teaching elements into the curriculum. For example, universities can incorporate teaching elements such as field visits, laboratory practice, or project practice into curriculum structure, ensure that students can apply their knowledge to real situations, so as to improve students' practical ability. Finally,

universities can better meet students' diverse learning needs and improve their practical abilities by introducing personalized learning support systems, such as mentor systems, academic tutoring, and learning resource libraries.

### 4.3 Improve evaluation methods

Under the OBE concept, teaching evaluation methods should be matched with teaching objectives, so as to comprehensively and objectively evaluate teaching effectiveness and students' learning abilities. Under the guidance of the OBE concept, universities should develop specific evaluation standards based on academic performance, project practice, and learning objectives to ensure the objectivity and accuracy of teaching evaluation. Moreover, universities should establish diversified evaluation methods under the OBE concept to comprehensively evaluate students' learning outcomes. In addition to traditional exams and thesis writing, universities can also comprehensively evaluate students' comprehensive and practical abilities through group discussions, experimental reports, project presentations, oral speeches, internship evaluations, and other methods, thereby deepening the teaching reform of universities under the OBE concept. At the same time, universities should establish a teaching evaluation feedback mechanism under the OBE concept, and adjust teaching strategies in time according to the teaching evaluation results, students' learning achievements and shortcomings, so as to provide strong support for promoting students' all-round development.

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