

Research on Teaching and Practice of Applied Undergraduate Colleges Based on OBE Concept——taking the Course of Business Etiquette as an Example

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Abstracts: Business etiquette is a practical course, which aims to cultivate students' personal quality and etiquette habits and help students improve their comprehensive workplace quality. With the acceleration of building high-quality business applied talents, business etiquette course is gradually becoming a more important part of the courses of business colleges. OBE education concept plays an important role in business etiquette curriculum, and provides a new scheme for the implementation of hybrid curriculum reform. In order to better promote the learning of business etiquette, this paper introduces the educational concept of OBE, takes application-oriented undergraduate students as the teaching object, and explores the reform and implementation scheme of business etiquette mixed curriculum according to the traditional business etiquette curriculum.

Keywords: Business Etiquette; OBE Concept; Curriculum Reform

1. Introduction

The teaching content and direction of business etiquette course are mainly based on international business activities, teaching students the correct use of etiquette knowledge in different links and occasions of international business. However, in the process of specific teaching activities, due to the problems of single teaching methods, lack of effective teaching resources, unreasonable practical curriculum and so on, it is necessary to break through the limitations of the traditional curriculum teaching model. According to different teaching environments and innovative teaching forms, students can internalize the learned etiquette knowledge into conscious action, so as to lay a good foundation for students' career after graduation. This paper hopes to improve many disadvantages in business etiquette teaching and effectively promote the improvement of business etiquette teaching effect through OBE education concept.

2. OBE education philosophy

OBE education concept refers to the result oriented education concept, which takes the originally set learning objectives as the core in the process of teaching organization, implementation and evaluation. Under the concept of OBE, applied undergraduate education is a process of ability development, which is the development trend of higher education in the world. For example, the development of China's engineering education and the idea of teaching reform using the concept of OBE mark that China has begun international education certification and has become one of the main directions of China's engineering education reform. In other words, the application of its thought opens up a new entry point for the teaching reform of applied undergraduate.

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The OBE education concept of “student-centered” refers to the process of training college students centered on “learning results”. In other words, first of all, we must determine the orientation of talent training, the needs of staff, the needs of national professional standards and the needs of social positions, in order to determine the graduation requirements and career development direction of college students, and further refine the main training objectives and ability indicators, so that students can obtain knowledge and ability through classroom learning under this system. Finally, the application-oriented undergraduate establishes an evaluation mechanism to evaluate the learning results and realize the spiral “continuous improvement”.

3. Teaching objectives of business etiquette under OBE concept

3.1 Knowledge objectives

Business etiquette includes manners, business reception, business talks, business communication, job interview, business banquet and other etiquette. Through MOOC platform, students preview before class, complete relevant practical training and classroom assessment, and deepen students’ learning and mastery of business etiquette. Knowledge teaching requires students to master the basic knowledge of business etiquette module, such as the principle of appearance and clothing matching, and the basic knowledge of reception, visit and gift giving; Conduct training on job interview etiquette for students, including the etiquette such as job application letter, resume and interview etiquette concerned by fresh students, so as to standardize students’ behavior and increase fresh students’ core competitiveness.

3.2 Capability objectives

The main meaning of ability goal is that college students combine knowledge points with knowledge goal by learning and mastering relevant knowledge. For example, the ability goal of business activities requires students to complete the process design of simulated business negotiation, opening ceremony and ribbon cutting on the basis of theoretical knowledge. Taking reception etiquette as an example, students need to complete relevant venue layout and tea serving according to different reception conditions, so as to adapt to the corresponding situation. The cultivation of professional ability is mainly to cultivate students’ control over comprehensive etiquette in the business environment, as well as the ability to observe, analyze and solve problems in the business environment. In addition, we also need to develop basic comprehensive skills, such as language expression, e-mail editing and communication skills in business activities.

3.3 Educational objectives

Through a series of knowledge teaching and ability practice training, we can improve students’ business etiquette quality, promote the combination of business etiquette quality and students’ professional quality, and upgrade students’ professional quality, political quality, moral quality and humanistic quality, so as to cultivate excellent business talents.

4. Exploration on the teaching reform of business etiquette

4.1 Designing the curriculum goal of “knowledge + ability + quality”

The talent training goal of colleges and universities in China can be measured from three aspects: knowledge, ability and literacy. Applied undergraduate education should enable college students to comprehensively master the basic knowledge, methods and skills of business etiquette, so as to enable them to engage in social work related to this course and the ability of academic research. In other words, knowledge is not only the basic content of education, but also the basis of ability and quality training. Based on the concept of OBE education, the mixed course of business etiquette is practical. On the premise of mastering the basic knowledge of business etiquette, we can stimulate the potential ability of college students, and then improve their ability to analyze and solve problems. With the increasing ability of college students, they will form a stable way of behavior and thinking, which will eventually appear from the quality of students. Therefore, the three-dimensional goal of “knowledge + ability + quality” based on OBE education concept is a triangular system promoted from bottom to top. Under this three-dimensional system, the goal of the high stage is comprehensive ability and quality, which is also an evaluation method to evaluate the learning effectiveness of college students in the concept of OBE education.

4.2 Flipped classroom

Aiming at the knowledge goal of the teaching unit of business etiquette course, this paper explores the flipped classroom learning mode of “problem oriented, task driven and result oriented”, and uses OBE education concept to promote students to build their own knowledge system. Before the start of the weekly mixed business etiquette course, the teacher will release the learning tasks of this week through the MOOC platform, and the prepared recordings will be released to the MOOC platform for students to learn independently. This important part should be completed by students themselves before class. Students should prepare or find answers to questions according to the homework assigned by the teacher. If students have fully mastered the basic knowledge of business etiquette before class, teachers can organize group exercises in class, and students can establish their own knowledge system. Therefore, teachers’ teaching in the classroom is mainly aimed at the problems found by students in the process of autonomous learning or the knowledge system that cannot be constructed by themselves, while the rest of the classroom is to arrange practical training for students. Due to the particularity of business etiquette course, there are many knowledge points and long training time. Therefore, the teaching method of mixed curriculum can achieve the effect of flipping the classroom.

4.3 Application of situational simulation teaching method

The application of situational simulation teaching method is one of the basic methods of learning business etiquette courses, which is arranged in many practical courses. Practice teaching shows that students can actively participate in classroom training and apply the basic knowledge to scenario simulation. Generally speaking, the application of scenario simulation is vivid and interesting, involving many students, so students’ participation is very high. Under the concept of OBE, it is easy to drive the classroom atmosphere and achieve the goal of business etiquette course. According to the data of MOOC platform, students can choose a scene for online classroom training. Finally, teachers score the classroom performance of each group and include the evaluation results, which can stimulate students’ enthusiasm for learning.

4.4 Project driven teaching method

Project driven teaching method refers to the teaching design process in which teachers choose common enterprise business activities as teaching tasks, integrate classroom teaching contents into projects, take tasks as guidance, and guide students to learn, discuss, implement and evaluate group discussion and cooperation. At the same time, the project driven teaching method emphasizes the cultivation of students’ subjective initiative and the ability to solve problems through specific operation while improving students’ mastery of theoretical knowledge. In the process of project cooperation, college students’ teamwork ability, communication and coordination ability can be greatly improved. According to the design of business etiquette course, it divides the project driven teaching method into several different project links, and then guides college students to truly strengthen students’ practical ability by completing project tasks through project driving.

5. Conclusion

Mixed curriculum is an inevitable trend under the rapid development of information technology. However, how to combine technology learning with curriculum learning remains to be explored. Through practical teaching, it is found that learning from OBE education concept in the mixed course of business etiquette can change the traditional teaching and learning methods of theoretical knowledge and show the concept of “student-centered”. In the reform of applied undergraduate business etiquette course, teachers should summarize and reflect on the teaching of each course, and constantly improve the application of mixed business etiquette, flipping and scenario simulation teaching methods and course evaluation in the course design, so as to improve the teaching effect of business etiquette course in applied undergraduate colleges.

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