

Research on Undergraduate Teaching Curriculum Reform Based on OBE Teaching Mode

Jinglian Chen

Guangxi Vocational Normal University, Nanning 530007, Guangxi, China.

Abstract : At the same time as the education reform, more teaching models have emerged. Among them, OBE's teaching model is mainly through learning output, which is also called result-oriented education. The OBE education model pays more attention to what students have learned, how to improve the learning effect, and the innovation of teaching classrooms from the perspective of students. This article mainly analyzes the teaching mode of OBE, studies the reform direction of undergraduate teaching courses, discusses the basic principles of reform, analyzes problems, and proposes problem-solving strategies to improve students' comprehensive literacy and adapt to the current comprehensive requirements of higher education institutions for talent training.

Keywords : OBE Teaching Mode; Undergraduate Teaching; Curriculum Reform; Practice

As an advanced teaching model, OBE has received the attention of most people while teaching reforms, especially the current colleges and universities. While undergraduate curriculum teaching reforms, they pay more attention to the cultivation of talents and the real students. What kind of improvement did you get in the learning process. As the focus of the teaching reform, the OBE teaching model requires teachers to analyze the advantages of this teaching model and reasonably use the OBE teaching concept to meet the current curriculum reform and development requirements of colleges and universities.

1. The basic principles of undergraduate teaching reform based on the OBE teaching model

Undergraduate education belongs to the intermediate level of higher education. The characteristics of education are to enhance students' general education level, improve students' professional ability in a certain aspect, and focus on education in professional knowledge foundation, theory, and skills. OBE's teaching model has more advantages in undergraduate teaching curriculum reform. In terms of establishing course teaching goals, it is necessary to strengthen students' future career planning literacy, that is, career planning principles, so that students can clarify the significance of their professional knowledge for their future development during this stage of learning. In order to do a good job in the core training of talents, undergraduate teaching content must be adapted to the current teaching goals, close to the students' future career development, and consistent with the company's demand for materials. Therefore, in the stage of teaching goals, teachers need to formulate appropriate curriculum teaching goals and use appropriate teaching methods and methods to improve students comprehensive ability.

1.1 The principle of dynamic adaptation

The formulation of teaching goals is to adopt the principle of flexible teaching, and to formulate flexible teaching goals and teaching goals according to the actual development needs of students. In the development of teaching work, continuous practice, continuous innovation, continuous change, and determination of scientific teaching methods are also required to keep the teaching goals in a flexible state and ensure the smooth development and completion of teaching work. Regarding the adjustment of students' learning status, the evaluation mechanism of student enthusiasm can be realized through the teaching mode of OBE, which is also a basic principle of curriculum reform.

Copyright © 2021 Jinglian Chen

doi: 10.18686/ah.v5i9.3921

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

1.2 Combining the principles of practice

Education reform must adhere to the principle of combining practice, because most students currently lack social experience at this stage of learning, and are worried about their future career development. What special skills you have, these will affect the learning effect of students. Therefore, combined with the OBE teaching model, through practical training and practice in the teaching process, students' ability to apply what they have learned is cultivated, students' negative psychological perceptions are eliminated, an effective incentive evaluation mechanism is established, and students' learning enthusiasm and motivation are stimulated, so that students motivate each other, build up students' self-confidence, inspire students to bravely face the challenges in their own learning and life, and promote the realization of the goals of teaching reform.

2. Analysis of the problems existing in the teaching curriculum reform of the OBE teaching model

2.1 Single assessment method

At present, most colleges and universities in China have adopted the OBE teaching evaluation method. However, in practical teaching work, there is a problem of a single evaluation method. Most colleges and universities adopt the student evaluation method to pass the examination paper. The form is based on the final exam, supplemented by the usual exam. For example, the final exam accounts for 70% of the total score, and the usual test scores account for 30% of the total score. This method of assessment and evaluation is relatively simple for the comprehensive evaluation of students. The content of the examination paper assessment focuses more on students' mastery of basic knowledge. This form of assessment is not conducive to investigating whether students can use knowledge flexibly and whether they meet the comprehensive development of modern education. Students have not extended their professional skills based on the theoretical knowledge they have learned, which does not meet the comprehensive skills requirements of modern education for students.

2.2 The scope of assessment is narrow

In addition, the content of student assessment is relatively narrower, and the way of assessment is simpler. Teachers pay more attention to the assessment of important and difficult knowledge in the textbook content, ignoring the rational application of students' knowledge, communication skills, unity and cohesion, and other multi-faceted ability assessments. After students have truly entered the society, they have higher requirements for their comprehensive abilities, and they need to internalize theoretical knowledge and turn them into their own comprehensive abilities. Comprehensive assessment content is a very important aspect, but the current assessment method is relatively simple, and the narrow coverage of the assessment content is a problem in some teaching reforms.

2.3 The specialty features of teaching materials are not obvious

At present, undergraduate colleges and universities adopt many types of textbooks for professional courses, but there is a problem that the textbooks are out of practice. Some textbooks have not been updated for many years. Based on this background, it is found that there are currently undergraduate teaching materials that are not obvious in terms of professional characteristics. The lack of practicality of teaching materials, lack of innovation in knowledge, and lack of new content that best reflects the current development of the industry have caused problems for teachers in undergraduate teaching, which is also a key point of undergraduate teaching reform.

3. Undergraduate teaching curriculum reform based on OBE teaching mode

3.1 Adopt a result-oriented teaching model to enrich assessment methods

OBE's teaching model is a new education model based on student output. At the same time as the reform of education, teachers also need to build on the traditional teaching basis to make the content of teaching meet the needs of more students. When necessary, it is necessary to conform to the development direction of the times, according to the current students' majors and the development of the industry involved in future work, it is necessary to integrate the students' real job standards with the teaching content, so that students can realize the docking of theory and practice. In the teaching process, they should also innovate thinking. Teachers need to improve their professional abilities, learn the relevant methods and strategies of OBE teaching, enrich the assessment methods of students from a result-oriented perspective, and consider why students should be assessed and what can be improved in the assessment.

OBE's teaching model needs to make teachers pay attention to the various aspects of student development, what kind of

learning results students have achieved in the process of learning, why students should achieve these results, how to enable students to achieve these results, and how to ensure that students can use these learning results applied to practice, these are the contents that teachers should pay attention to while changing their thinking and teaching concepts. Students can also participate in actual business practice, stimulate their enthusiasm for learning, let students understand what their future professional work is mainly, encourage students to participate in project teaching, combine theory and practice, and improve students' true comprehensive practical ability.

3.2 Do a good job in teaching process assessment

Judging from the actual situation of the current undergraduate teaching reform, due to the process of teachers' teaching evaluation and teaching content, the assessment process showed a problem that the assessment method is too single, so teachers should combine the teaching philosophy of OBE and change the assessment method. Taking into account the actual employment situation of the students, taking into account the students' learning foundation, the starting point of learning. Because some students may have a poor foundation at any time and need to work harder than other outstanding students to meet the requirements of the course assessment, but this part of the students may have unique expertise in some other areas. The examination paper denies the students' efforts, and the analysis of the classroom assessment needs to be conducted from the perspective of the students' comprehensive ability.

For example, students' learning attitude, ideological and moral character, classroom performance, space for hard development, possibility of future career development, etc., do a good job of curriculum-based assessment and analysis, and incorporate students' comprehensive conditions into the entire process of assessment. Stimulating students' enthusiasm for learning and allowing every student to make progress together with teachers is a very important aspect of undergraduate teaching reform. While teachers are conducting curriculum-based teaching and process assessment, the assessment system is more standardized and comprehensive when needed, which reflects the flexibility of curriculum assessment to a great extent and reflects the autonomy of students in learning.

3.3 Do a good job of combining information feedback with practice

While reforming the teaching of undergraduate courses, teachers need to take OBE's teaching philosophy as the basic orientation, work schedule information feedback mechanism, change thinking, and precise positioning. While teaching subjects, teachers need to quantify and analyze the teaching goals according to the job needs of employers, and formulate detailed plans for talent training, so that the teaching plan is closer to the talent demand market and meets the current reform requirements of modern education. According to the feedback of recent graduates and employers in recent years, to strengthen the teaching work of colleges and universities, reform and innovation, it is necessary to know that the talents needed by enterprises are compound talents, and the students' classroom learning content needs to be combined with offline practice.

4. Conclusion

In summary, in the context of the OBE education model, teachers need to pay attention to the multi-faceted teaching and development of students, take students as the main body of teaching, pay attention to the growth of students in the process of learning, and improve students' practical skills. So that students can truly realize the role change from student to professional.

References

1. Xu G. Discussion on the teaching reform of finance course based on OBE teaching mode. *Journal of Higher Education* 2021; (2017-24): 82-84.
2. Zhao S. Research on finance course teaching reform based on OBE teaching mode. *University Education* 2021; (1): 3.
3. Huang A, Dang R, Qi G. Research on the teaching reform of the course "Urban Public Transport System Operation and Planning" based on the OBE concept. *Science and Education Wenhui* (first issue) 2020; 514(12): 134-136.