

# Exploration and Practice of OBE Concept in Higher Education Teaching

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**Abstract:** This paper aims to explore the concept of OBE (Outcome-Based Education) in higher education teaching and introduce its application in practice. First, the article will briefly introduce the origin and basic principles of the OBE concept. Then, it summarizes the application status and existing problems of OBE concept in the field of higher education. Finally, some suggestions are put forward to further promote the development of OBE in higher education teaching.

**Keywords:** Higher education teaching; OBE concept; Practical method

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With the development of society and economy and the progress of science and technology, higher education plays an increasingly important role. However, in the traditional mode of knowledge transfer, students often lack practical ability and problem-solving ability. Introducing OBE concept is an effective way to reform the existing higher education system and improve the quality of talent training. OBE emphasizes results orientation and has unique advantages in cultivating students' core qualities and vocational skills. This paper will focus on the practical application of OBE concept in higher education teaching.

## 1. Basic principles of OBE concept

The basic principle of OBE is that it is student-centered and focuses on the practical results achieved by students in the learning process. Different from traditional education, OBE emphasizes training students to have practical application skills and problem-solving skills, rather than just memorizing knowledge points or getting high marks through exams. (1) OBE requires that expected outcomes be clearly set out. In designing the curriculum, teachers need to specify exactly what skills, knowledge and values students should acquire, and translate these goals into measurable end results. In a math class, for example, one expected result might be for students to be able to solve practical problems independently. (2) OBE emphasizes personalized development. Each person has their own unique potential and interests, and in the OBE schools are encouraged to develop personalized learning plans according to the different needs of each student. This can better stimulate students' learning interest and motivation, improve their learning effect. (3) OBE pays attention to practice and application. Traditional education often only emphasizes the teaching of theoretical knowledge, but neglects the cultivation of practical application ability. Through the introduction of project-based learning and practical activities, OBE allows students to apply what they have learned to practical problems to solve, and gain experience and reflection. (4) OBE emphasizes evaluation and feedback. In OBE, assessment is not only a test of students' knowledge mastery, but more importantly, an assessment of whether they have achieved the expected results. At the same time, timely and accurate feedback will be given in the assessment process to help students understand what they need to improve, and provide corresponding support and guidance.

## 2. Application status and existing problems of OBE concept in the field of higher education

The OBE concept is a student-centered educational idea that emphasizes the cultivation of students' abilities and skills, and does not just focus on the transfer of knowledge. In the field of higher education, the concept of OBE has been widely applied and has achieved some results. First, the application of OBE concept in higher education is commendable. By placing students at the heart

of the learning process, the OBE philosophy encourages them to actively engage in hands-on activities such as classroom activities, hands-on projects and community service. This approach helps to improve students' ability to understand and apply what they have learned and to develop important skills such as problem solving, teamwork and innovative thinking. Secondly, implementing OBE concept in higher education institutions can promote the professional development of teachers. Traditionally, many university teachers have focused mainly on their own research work and lack deep thinking about teaching methods and assessment methods. However, after adopting the OBE model, teachers need to pay more attention to student outcomes and conduct effective assessment. This has forced them to rethink their teaching methods and seek improvements, leading to improved teaching quality. Thirdly, the OBE concept helps to improve the social acceptance of higher education. Traditionally, it is widely believed that universities exist only for the purpose of obtaining a diploma, and there is skepticism about the employability of college graduates. However, by implementing the OBE concept and education model, higher education institutions can better cultivate students' practical abilities and professional qualities, making them more competitive and adaptable to the needs of society.

However, there are some problems that need to be solved when implementing the OBE concept. First, the evaluation system is not perfect. As OBE focuses on developing students' abilities and skills, the assessment approach needs to change accordingly. However, in reality, it is difficult to find a fair, objective and effective assessment method to measure student outcomes. As a result, assessment results may be subject to subjective factors and do not truly reflect the level of knowledge and skills acquired by students. Second, the construction of teaching staff. To implement the OBE concept, a team of teachers with the appropriate professional knowledge and educational background is needed. However, at present, there is a lack of OBE training and guidance in the teaching staff of many higher education institutions. This makes it difficult for some teachers to implement OBE and may not reach their full potential. Third, the teaching content is unitary and backward. The traditional higher education pays attention to the paper, overemphasizes the indoctrination of theoretical knowledge, and lacks the cultivation of practical operation and innovative thinking. This has resulted in many graduates being unable to adapt to the actual work and lacking the ability to solve problems. Fourthly, there is less innovation in teaching methods. Most universities still use the traditional teaching method, that is, the teacher leads and the students accept passively. This approach limits students' ability to think independently and creatively. Instead, the OBE philosophy emphasizes students' participation in classroom activities and stimulates their desire to explore knowledge through projects, case studies, etc.

### **3. Methods of applying OBE concept in higher education teaching**

#### **3.1 Improve the evaluation system**

As the OBE concept becomes more and more widely used in higher education, assessment methods need to change accordingly. The traditional methods of examination and evaluation often only pay attention to the students' memory and understanding of knowledge points, but neglect the students' ability to use knowledge and skills. Therefore, in the OBE teaching mode, we need to adopt a more objective and comprehensive assessment method. First, introduce project-based evaluation. By giving students a specific problem or task and asking them to complete the relevant work within a certain time frame, it can truly reflect the level of knowledge and skills that students have mastered. In an economics course, for example, students might be asked to analyze the financial situation of a business and suggest improvements. This project-based assessment measures not only how well students have mastered theoretical knowledge, but also whether they have the ability to apply what they have learned to practical problem-solving. Second, adopt diversified evaluation method. In addition to the traditional written and oral tests, group discussions, presentations, reports and other forms of assessment can also be introduced. This is not only conducive to the development of students' cooperation and communication skills, but also a more comprehensive display of their knowledge and skills. For example, in an English course, students can be organized in a group discussion where they debate on a topic and are assessed in terms of presentation skills, logical thinking, and so on. Third, use self-assessment and peer assessment. By allowing students to reflect and evaluate their own learning outcomes, or to communicate with each other and give suggestions, it can help them better understand their own strengths and weaknesses and further improve their own abilities. This approach not only cultivates students' self-learning consciousness, but also reduces the influence of subjective factors on the assessment results.

#### **3.2 Construction of teaching staff**

To implement the OBE concept, a team of teachers with the appropriate professional knowledge and educational background is needed. Therefore, higher education teaching must pay attention to the construction of teachers in order to ensure the infiltration effect of OBE concept. On the one hand, implementing the OBE concept requires teachers to possess relevant professional knowledge. In higher education, different subject areas have their own unique knowledge systems and development trends. Only by understanding

and mastering these professional knowledge, can we accurately grasp the core concepts, basic principles and frontier trends of the subject, and integrate them into teaching practice. Therefore, in the recruitment and selection of teachers, we should pay attention to the evaluation of their professional quality, and give corresponding training and support. On the other hand, the implementation of OBE concept also needs to have the corresponding educational background. OBE emphasizes the cultivation of students' comprehensive ability and practical skills, and pays more attention to the practical results achieved by students in the evaluation. However, there are great differences between this evaluation mode and the traditional examination mode. Therefore, for teachers engaged in higher education, they need to understand and be familiar with the educational philosophy, evaluation criteria and implementation methods of OBE. Only with such educational background can students be better guided to conduct independent learning and practical inquiry, and effectively evaluate the results they have achieved. In order to ensure the penetration effect of OBE concept in higher education, schools should strengthen the training and development of teachers. Through the organization of professional knowledge training, education background improvement and teaching methods improvement and other activities, constantly improve the professional quality and ability of teachers.

### **3.3 Enrich the teaching content**

In higher education teaching, in order to better apply the OBE concept, we must enrich the teaching content. The OBE concept emphasizes the cultivation of students' comprehensive quality and ability, so that they have the ability to solve practical problems and adapt to the needs of social development. First, enriching the teaching content can be achieved by introducing practical cases, project studies and experimental courses. These activities can help students integrate their knowledge with real-world situations and improve their problem-solving and innovative thinking skills. For example, in business majors, students can be organized to participate in market research or corporate consulting projects, so that they can experience and apply their knowledge to solve real problems. Secondly, diversified assessment methods are also one of the important means to enrich the teaching content. Traditional examination assessment only focuses on the mastery of knowledge, while the OBE concept emphasizes the cultivation of students' skills and attitudes. Therefore, various forms should be adopted in the assessment process, such as group discussion, individual report, project presentation, etc., to fully understand the performance of each student in different aspects. In addition, the introduction of interdisciplinary courses and elective courses in higher education is also an effective way to enrich the teaching content. In this way, students can have more choices, develop their interests and strengths, and broaden their knowledge. For example, students majoring in engineering can take some arts or humanities courses to improve their overall quality.

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