

Curriculum design of “lobby and room operation management” based on OBE concept

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Abstract: according to the OBE model, this paper focuses on students' learning output and ability generation, carries out teaching design from the curriculum level, determines the curriculum goal of “student-centered”, constructs step-by-step modular project content, carries out project driven practical teaching, and carries out multiple full process curriculum evaluation, dynamically compares the actual learning results with the expected results, and continuously improves teaching strategies.

Key words: OBE; Hotel management and digital operation; Course teaching design

1. Introduction

At the beginning of 2021, the Ministry of education upgraded the original hotel management major to “hotel management and digital operation” in the latest higher vocational enrollment directory. This change was carried out under the national macro strategy of “Digital China”. As early as 2017, the report of the 19th CPC National Congress proposed the “Digital China” strategy. Under the background of information technology, the pattern of the hotel industry has changed, and information technology has become an essential tool for enterprise management. Digital operation has become the direction of future development. In the context of this industry change, the hotel industry has put forward higher requirements for employees' digital ability and information literacy. It is urgent to carry out professional and curriculum reforms such as talent training objectives, curriculum design, evaluation and assessment of higher education in hotel colleges to adapt to the change of professional name and industry demand.

2. Connotation of OBE education mode

Outcomes based education (OBE) was first proposed by American scholar Spady W.D. in his representative work “results oriented teaching management: a sociological perspective” in 1981. This model is student-centered and focuses on students' learning output rather than traditional teacher experience or textbook content, which is an innovation of educational paradigm. This concept focuses on the experience evaluation of students' performance as outputs. This education model was first applied in the field of engineering education. Since the end of the last century, engineering education certification organizations in Europe and the United States have successively reformed the certification standards and regarded learning output as an important quality criterion. After recent years' development, engineering education around the world is actively adopting the “output- based model”. China's engineering education has been actively exploring in recent years. Gu Peihua (2014) and other scholars have conducted empirical research on Shantou University's “learning output based (OBE) engineering education model” Exploration and innovation based on output evaluation.

OBE mode is a “student-centered, result oriented system, and expects all learners to succeed”. OBE's teaching design follows the principle of reverse design. Through expert interviews, enterprise research and other activities, it fully analyzes the internal and external needs. According to the graduation requirements, it builds a curriculum system and maps the graduation requirements to each specific course, that is, each graduation requirement has a corresponding supporting course, so as to clarify the curriculum objectives, that is, the supported graduation requirements; Construct the course content according to the course objectives. Learning output evaluation is an essential part of OBE education model. In essence, the education model is carried out around the main line of “defining expected learning output - realizing expected learning output - evaluating learning output”. Student output evaluation constitutes a closed loop for continuous improvement of education quality.

3. Teaching design of “front office and guest room operation management” based on OBE mode

Front office and room operation management is a core professional course of hotel management and digital operation major. In the information age, internal and external needs change. Based on the idea of OBE mode, this paper designs the course from the aspects of course goal orientation, course content reconstruction, project-based practical teaching, course evaluation, and continuous improvement.

3.1 Determination of teaching objectives of “student centered” course

CDIO syllabus and standards provides a set of international general criteria for evaluating the learning outcomes of engineering graduates in detail. CDIO is the abbreviation of English conception, design, implementation and operation. Based on the perspective of project process, it emphasizes student-centered, from the aspects of basic engineering knowledge, personal abilityThe four levels of interpersonal team ability and engineering system ability cultivate students' comprehensive ability to become excellent engineers according to the professional teaching standards of higher vocational schools issued by the Ministry of education, and drawing on the basic ideas of CDIO ability outline, the expected learning outcomes at the professional level are determined, as shown in table. By decomposing the expected learning outcomes of majors, the integrated curriculum system is constructed to determine the expected learning outcomes at the curriculum level. In combination with the expression of the contestants' ability in the technical documents of the world skills competition hotel reception event and the technical requirements and standards of the BTG 1+x front office operation management certificate, the

expected learning output that can be evaluated at the course level is determined, as shown in Table. The expected learning output at the curriculum level supports the corresponding learning output at the professional level, as shown in Table.

Table 1 expected learning outcomes of hotel management and digital operation major (partial)

| Serial number ^① | Lever1 ^② | Lever2 ^③ | Lever3 ^④ |
|----------------------------|---|--|---|
| 1 ^⑤ | Technical knowledge and reasoning-related knowledge. ^⑥ | related knowledge. ^⑦ | Able to solve problems in work by applying basic knowledge of management, psychology, food nutrition, English and so on. ^⑧ |
| 2 ^⑨ | Personal competence, professional competence and attitude. ^⑩ | Professional image and etiquette. ^⑪ | Have a good professional image and professional etiquette, can make guests in the process of service experience have the feeling of being respected. ^⑫ |
| | | Service and supervision ability. ^⑬ | To serve and supervise the front office, guest room, catering, conference, recreation and other functions of the hotel. ^⑭ |
| 3 ^⑮ | ^⑯ | ^⑰ | ^⑱ |

3.2 Build step-by-step modular project content based on the working process oriented curriculum view

Table 2 expected learning outcomes of front office and guest room operation management course (partial)

| Serial number ^① | Ability point ^② | |
|----------------------------|--|---|
| ③ | Lever 1 ^④ | Lever 2 ^⑤ |
| 1 ^⑥ | Professional image and etiquette. ^⑦ | Have a good professional image and professional etiquette, can let the guests in the process of service experience have a sense of respect. ^⑧ |
| 2 ^⑨ | Customer service ability. ^⑩ | Master the service process standards of the front office and rooms, and be able to complete the reservation service, telephone switchboard service, concierge service, check-in and reception service, check-out service, checkout service, inquiry service, visitor reception, housekeeping service, guest service, commission service and member management service according to the corresponding standards and requirements. ^⑪ |
| 3 ^⑫ | Informatization capability. ^⑬ | ^⑭ |
| ⑮ | ^⑯ | ^⑰ |

According to the principle of reverse design, the school enterprise cooperation and the participation of experts jointly sort out the work process, determine the field of professional work, extract typical work tasks, and clarify the needs of enterprises, that is, the expected learning outcomes of school training, which are refined into the corresponding knowledge, ability, quality requirements and the curriculum system to support its realization. Specific to a course, combined with the school positioning and students' learning situation, design the learning fields and learning tasks that can support the expected index points, that is, design the mapping relationship between the course teaching content and the expected semester results, as shown in Table 4. Make the curriculum content designed inversely according to the job requirements of industry, industry and enterprise return to the process of professional activities. According to the working process, the course content is sequenced into four learning scenarios and 10 items, corresponding to the working scenarios of guests from reservation to check-out. Each scenario designs practical learning tasks according to typical work tasks combined with the actual school environment and students' learning situation.

Table 3 relevance between expected learning outcomes and graduation requirements of the front office and guest room operation management courses

| Expected professional learning outcomes ^① | | | Expected course learning outcomes ^② | | | | | | | | | | | |
|--|---|---------------------------------|--|--|-------------------------------|--|-----------------------------|--|---|--|-------------------------------|--|---|----------------------------------|
| Serial number ^③ | Lever1 ^④ | Lever2 ^⑤ | Professional image and etiquette. ^⑥ | Customer service ability. ^⑦ | digital ability. ^⑧ | complaint handling ability. ^⑨ | sales ability. ^⑩ | public relations maintenance. ^⑪ | security management ability. ^⑫ | emergency handling control. ^⑬ | room management. ^⑭ | budget and cost management. ^⑮ | English application ability. ^⑯ | innovation ability. ^⑰ |
| 1 ^⑱ | Technical knowledge and reasoning. ^⑲ | Related knowledge. ^⑳ | ^㉑ | ^㉒ | ^㉓ | ^㉔ | ^㉕ | ^㉖ | ^㉗ | ^㉘ | ^㉙ | ^㉚ | ^㉛ | ^㉜ |
| ② | ^㉝ | ^㉞ | ^㉟ | ^㊱ | ^㊲ | ^㊳ | ^㊴ | ^㊵ | ^㊶ | ^㊷ | ^㊸ | ^㊹ | ^㊺ | ^㊻ |

3.3 The action oriented teaching method runs through the teaching process and carries out project driven practical teaching

Learning tasks are based on the extraction of typical work tasks and the generation of students' ability. It should be based on the real work process and work content in the real work situation. Therefore, project driven practice teaching is carried out. Before class, students learn knowledge by themselves through the release of assignment. During the class, students plan, organize, implement and test according to the project assignment by constructing a real working situation and dividing into different groups. Students "learn by doing and learn by doing" can realize ability generation and improve team cooperation ability.

Table 4 mapping table between project based teaching content and expected learning outcome matrix (partial)

| Learning situations and learning tasks [Ⓐ] | | | Expected course learning outcomes [Ⓐ] | | | | | | | | | | | |
|---|---|---|--|---------------------------------------|------------------------------|---|----------------------------|---|--|---|------------------------------|---|--|---------------------------------|
| Learning situation [Ⓐ] | project [Ⓐ] | tasks [Ⓐ] | Professional image etiquette [Ⓐ] | Customer service ability [Ⓐ] | digital ability [Ⓐ] | complaint handling ability [Ⓐ] | sales ability [Ⓐ] | public relations maintenance [Ⓐ] | security management ability [Ⓐ] | emergency handling control [Ⓐ] | room management [Ⓐ] | budget and cost management [Ⓐ] | English application ability [Ⓐ] | innovation ability [Ⓐ] |
| Learning situation 1: Listen to each other [Ⓐ] (Pre-store experience) [Ⓐ] | Project 1: [Ⓐ] Reservation service and management [Ⓐ] | Task 1: Scheduled acceptance [Ⓐ] | √ [Ⓐ] | √ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] |
| | | Task 2: Scheduled changes [Ⓐ] | √ [Ⓐ] | √ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] |
| | | Task 3: Scheduled control [Ⓐ] | √ [Ⓐ] | √ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | ⊖ [Ⓐ] | √ [Ⓐ] | √ [Ⓐ] |
| ... [Ⓐ] | ... [Ⓐ] | ... [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | ⊖ [Ⓐ] | |

3.4 Multiple whole process evaluation and teaching evaluation

Pay attention to the whole learning process and the differences of students' learning ability. The evaluation of learning results should be compared with the completion of expected learning output. It includes formative evaluation, comprehensive evaluation and the whole process evaluation of landmark achievements, as well as multiple evaluation inside and outside the school. Total score = 60% of process assessment score + 15% of theoretical paper score + 35% of comprehensive project practice. Process assessment score = video resource learning 10% + non video resource learning% + sign in 10% + test 10% + question answering and discussion 5% + brainstorming 10% + voting questionnaire 5% + Classroom Performance 10% + being praised by the teacher 5% + assignment group task 20% + enterprise evaluation 5%. According to the evaluation given by the enterprise and in combination with the internship report, the internship results are graded as excellent, good, average and poor.

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