

Research on Teaching Reform of Business Majors in Chinese Higher Vocational Colleges—Based on the Concept of OBE

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Abstract

Higher vocational education is an important higher education direction in China. Higher vocational education has cultivated comprehensive application-oriented talents urgently needed by the society. In this context, this paper takes the teaching reform of business courses in Chinese vocational colleges as an example, and on the basis of reviewing the research on the application of the OBE concept by international scholars. This paper proposes that the OBE concept should be applied to the course teaching mode reform of business majors in higher vocational education. The strategies proposed by the paper include rebuilding the teaching system of consumer psychology through four-dimensional reform steps, creating the expected learning outcomes of the course, and reversely designing the teaching objectives, teaching content, teaching implementation, and teaching evaluation. The research results of the paper have important reference significance for the teaching reform of other higher vocational colleges.

Keywords: vocational education, OBE, teaching reform

1. Introduction

The OBE teaching concept has become the focus of today's higher vocational education. This paper discusses the application of the international OBE concept. Based on the review and evaluation of research, taking business courses as an example, this paper explores the introduction of OBE concept into higher education Vocational education. The purpose of the dissertation research is to create higher vocational college curriculum teaching reform methods and paths

and cultivate high-level higher education Vocational college business talents.

Outcomes-based education first appeared in Spady's representative book *Outcome-based Instructional Management: A Sociological Perspective*. He advocates that schools focus all curriculum and teaching efforts on clearly defined Learning outcomes to enable students to be guided by expected outcomes and to demonstrate the learning expectations of the course at the end.

On the basis of Spady's claims, researchers have

successively advanced the deduction of the key points. In his book *Implications of OBE: What You Should Know About Outcomes-based Education*, Kudlas proposes that outcome-based education is a process that focuses on “what to learn” (learning outcomes). In his article “An Elementary School Principal’s Experience With Implementing an Outcome-based Curriculum,” Towers proposes that Outcome-Based Education is a student-centred, results-oriented system and expects all learners to learn and succeed.

The research on outcome-oriented education in China started relatively late and has gradually become a hot topic in higher education research in recent years. At the level of concept research, it mainly focuses on theoretical cognition and discussion.

For example, scholar Bo Jiang constructed the system of “outcome-based education” in his paper “OBE: Outcomes-based Education” (2003). Starting from the origin and essence of “results-based education”, he explained what “results” are, and constructed the systematic principles and assumptions of “results-based education”. In his paper “On Outcome-Oriented Education Concept” (2016), scholar Tianen Shen interprets the definition of learning outcomes, the measurement of learning outcomes and the evaluation of learning outcomes in the concept of outcome-oriented education. In addition, he also deeply analyzed the theoretical origin of outcome-oriented education and the concept of outcome-oriented teaching design. Scholar Jianmin Gong conducts research from the perspective of learning outcome design in his paper “Outcomes-Based Education: An Analysis of Learning Outcomes Design” (2016). He pointed out that the “outcome” of OBE has the advantages of operability and evaluability, provided the specific process of designing student’s learning outcomes, and finally put forward suggestions to help the design of learning outcomes.

At the practical level, the research of Chinese scholars mainly focuses on “result-oriented curriculum design research”, “result-oriented teaching model research”, “result-oriented empirical research” and so on.

For example, Li Zhiyi’s (2015) research on result-oriented instructional design relies on the

automation major of a certain school. The ideas, strategies, key points, etc. of result-oriented design are presented. Zhao Yu (2016) discussed the application of outcome-oriented education in the teaching of management courses from the aspects of training objectives, curriculum design, and teaching content, and provided reference for other related courses to apply this model.

This article attempts to start from the origin and carrier of the curriculum and explore the application of the OBE concept to combine knowledge, ability, and skills. It can be integrated into professional courses, which has very important practical significance for the promotion of curriculum reform in higher vocational colleges.

2 Teaching Reform Ideas Under the OBE Concept

2.1 The General Idea of Teaching Reform

This research is guided by the OBE concept and student-centred. Teaching reform is to reversely design teaching objectives, teaching content, teaching methods, and teaching evaluation through the expected learning outcomes of the creation of courses.

In the above general ideas, the OBE concept is the main line of teaching reform. Under the guidance of the OBE concept, the teaching reform takes the actual job professional ability as the starting point, and takes the actual work tasks and actual work process as the leading, and creates a curriculum learning outcome system. Then, the three teaching objectives of “knowledge, skills and quality” of the course are reversely designed based on the expected learning outcomes. Then, on this basis, construct the corresponding teaching content, teaching implementation and teaching evaluation. Finally, a highly integrated teaching model of “teaching-learning-doing” is formed.

2.2 Reform Steps in Four Dimensions

The OBE teaching reform ideas are mainly implemented through reform steps in four dimensions. The steps of four dimensions are resetting teaching objectives, implementing innovative teaching, strengthening teaching resources and optimizing the evaluation system.

The first dimension is to reshape the teaching objectives of the curriculum. Taking the actual

needs of the society as the leading factor, starting from the professional employment skills and employment value, and cultivating students' consumer psychology application skills and self-learning ability as the core, it reshapes the three goals of "knowledge, skills, and quality" in course teaching. In the end, students will be cultivated into high-quality compound skilled talents with ideals, morals, patriotism, family love, civility and discipline.

The second dimension is the implementation of innovative teaching. First of all, the teaching content needs to be reconstructed according to the post. Secondly, improve teaching methods, and use scenario simulation, group discussion, case analysis, etc. as the basic teaching form in the implementation of the course. Finally, establish the ability system required by business students and the lifelong learning system of self-learning ability, and realize the training goal of high-quality compound skilled talents.

The third dimension is to strengthen the construction of teaching resources. Pay attention to the construction of teaching resources. Focus on mobilizing the enthusiasm of students in the classroom, through the introduction of advanced teaching methods and information-based teaching methods, make full use of paper, audio, electronic,

online teaching and other forms of three-dimensional teaching media, so that the course has the characteristics of the times and interesting characteristics.

The fourth dimension is to optimize the teaching evaluation system. Under the OBE concept, a course learning outcome evaluation system is established, and a teaching evaluation system that closely integrates value shaping, knowledge imparting and ability training is formed. Focusing on the three-dimensional goal of "knowledge, skills, and quality", carry out a combination of process and final assessments of students, and pay attention to the assessment of learning outcomes in all aspects of teaching.

2.3 The Teaching Implementation Path of Business Majors

2.3.1 Constructing the OBE Preset Learning Outcome Indicator System

How to build the OBE preset learning outcome indicator system for business majors is the basic point of reforming outcome-oriented courses. On the basis of sorting out and summarizing the job requirements for business talents, the OBE preset learning outcome indicator system for business majors is obtained. The OBE preset learning outcome indicator system for business majors is as follows.

Table1. The content of the indicators of the pre-set learning outcome indicator system of OBE

Indicator code	Indicator name	Indicator content
A	Communication and Integration	Possess the ability to create a good teamwork relationship; to carry out effective communication and management. Ability to integrate resources in the modern service industry
B	Learning and Innovation	Have the ability to pay attention to the changes and development trends of the modern service industry in real time. The ability to analyze and use market information; have the ability to innovate and start a business.
C	Responsibilities and Responsibilities	Possess a caring attitude and behavior. Possess self-motivation. Ability to take responsibility.
D	Professional Skills	Possess the ability to establish business thinking and master the ability to solve business activities. Possess practical skills to solve common problems in business activities.
E	To Solve the Problem	Have the ability to find and analyze problems in the process of operation and management. Have the ability to apply the acquired knowledge to solve practical problems.

F	Professionalism	Able to comply with business professional codes. Have a work attitude that loves the position and works hard. Able to adapt to business roles. Ability to plan careers and continuously improve.
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2.3.2 Create the Expected Learning Outcomes of The Course

The formulation of expected “learning outcomes” at the curriculum level is an important part of the OBE concept in teaching implementation. This link should be based on the employer’s needs for talent training and the ability needs of business

majors, combined with the development trend of the course and the talent training plan to formulate expected learning outcomes. For example, the “Expected Learning Outcomes” of the “Consumer Psychology” course are formulated as shown in Table 2.

Table 2. “Consumer Psychology” Expected Learning Outcomes

Outcome Code	Learning Result	Skill Indicator Codes
O_01	Make a mind map of the development process of consumer psychology	C, D
O_02	Develop a practical plan for research methods in consumer psychology	B, D
O_03	Develop a consumer behavior record sheet under a brand-specific scenario. Can analyze the consumer’s cognitive process, emotional process and will process and other psychological states.	D, E
O_04	According to the results of consumer psychological analysis, formulate the brand’s business strategy.	D, E
O_05	Customer personality analysis table, including personality characteristics, consumption behavior and psychological characteristics.	A, D
O_06	Customer personality marketing strategy table, including marketing methods, words, etc.	A, D
O_07	Customer needs survey plan, survey report and marketing strategy.	A, D
O_08	Market operation optimization strategy and customer service improvement strategy based on customer demand survey report.	A, D
O_09	Enterprise customer group classification table.	D, E
O_10	Enterprise customer group management plan.	D, E
O_11	List of Chinese mainstream traditional culture. List of differences between Chinese and Western cultures.	E, F
O_12	Summary table of business marketing methods of traditional Chinese customs and values.	E, F
O_13	Design results of the name, trademark, and packaging of the designated product.	D, E
O_14	Specifies the price strategy of the commodity.	D, E
O_15	The POP advertisement design result of the specified product.	D, E

O_16	Site layout drawing of the specified scenario.	D, E
O_17	Commodity display map of the specified scene.	D, E

2.3.3 Reconstructing the Teaching Content to Connect It with the Three Major Teaching Goals

Teaching content should be restructured under the guidance of OBE concept and guided by preset learning outcomes. By reconstructing teaching content, teachers set project-based learning tasks based on preset learning outcomes in the teaching

process. In the teaching process, teachers can use project-based, interactive and other teaching methods to construct a curriculum teaching system. For example, the expected learning outcomes of “consumer psychology”, teaching objectives, and teaching content are shown in Table 3.

Table 3. “Consumer Psychology” Expected Learning Outcomes, Teaching Objectives, Teaching Content Docking Table

Outcome Code	Knowledge Goal	Skill Target	Quality Target	Teaching Content
O_01	Clarify the research object and content of consumer psychology.	Deeply comprehend the practical significance of studying consumer psychology.	Enhance students' confidence in China's market economy system and cultivate patriotism.	Course Import Module
O_02	Master the research methods of consumer psychology.	Will develop a practical plan for consumer psychology research methods according to specific situations.	Respect for science, rigorous scientific research attitude.	
O_03	Understand the essence of psychological phenomena.	Can analyze the three stages of human mental activity process: cognitive process, emotional process, will process.	Cultivate students' sense of responsibility and responsibility.	Project 1 The psychological activities of consumers.
O_04	Understand the characteristics of consumer shopping psychology.	Can carry out targeted business activities according to the characteristics of consumers' shopping psychological activities.	Students establish the concept of “business integrity”, treat customers with integrity, and improve professional ethics.	
O_05	Master the composition and characteristics of consumers' personality and master the theory of personality analysis.	Can carry out consumer personality classification, can analyze the ability, interest and attitude of consumers with different personality types.	Let students appreciate the challenges faced by national enterprises and the spirit of self-improvement.	Project 2 Consumers' Personality and Psychological Characteristics

O_06	Can grasp the characteristics of customers of habitual, cautious, critical, passive and other purchasing behavior types.	Be able to formulate targeted marketing methods and words for customers with different purchasing behavior types.	Cultivate students to oppose money worship and oppose the bad behavior of eating lazy and greedy for pleasure.	
O_07	Master the characteristics and types of consumers' needs and purchasing motives	Able to develop customer demand survey plans and questionnaires.	Through the case analysis of characters in Chinese classical novels, students can appreciate the profound Chinese culture.	Project 3 Consumers' needs, motivations and purchasing behavior decisions.
O_08	Mastering consumer buying behavior	Can take targeted business strategies according to consumer buying behavior.	Cultivate students' cultural self-confidence and institutional self-confidence.	
O_09	Master the basic characteristics of the consumption psychology and consumption behavior of different consumer groups.	Can subdivide the customer groups according to the subdivision indicators.	Train students to provide good services according to the needs of different customer groups, and create good service awareness and professional ethics.	Project 4 The psychology and behavior of consumer groups.
O_10	The system of mastering the characteristics of different consumer groups	Can formulate corresponding marketing strategies according to the characteristics of different consumer groups.	Carry forward the national spirit and the spirit of the times, spread the excellent traditional Chinese culture, and educate the feelings of home and country.	
O_11	Understand the basic knowledge of social culture.	Can analyze consumer psychology according to different social environments.	Cultivate the concept of moderate consumption, AA consumption, green consumption and healthy consumption.	
O_12	Understand the common forms of commercial promotions carried out by merchants in response to my country's traditional	Be able to analyze the psychological impact of consumption according to Chinese traditional culture	Let students understand Chinese traditional culture and national customs, and cultivate their feelings of patriotism, socialism, people, and	Project 5 Social culture and consumer psychology.

	consumption customs		collectives.	
O_13	To enable students to understand the relationship between products and product positioning and consumer psychology	Can evaluate the impact on consumers of product names, trademarks, and packaging	Understanding the brand charm of state-owned enterprises and guiding students to establish the concept of "business integrity" is conducive to the long-term development of operators and the harmony and stability of social relations.	Project 6 Commodity sales and consumer psychology
O_14	Understand the meaning and strategy of product pricing	Able to formulate commodity price strategy according to a certain situation	Cultivate students with scientific epistemology and methodology and respect for science.	
O_15	Master the role and main functions of advertising	Can evaluate the impact of POP advertising on consumers and formulate psychological strategies for communication.	Guide students to establish the concept of "business integrity" and reject false advertising. Cultivate students' moral sentiment, including social ethics, personal ethics and professional ethics.	Project 7 Commercial Advertising and Consumer Psychology
O_16	To enable students to understand the role of business environment; to grasp the impact of business environment on consumer psychology	On-site layout planning can be carried out according to a certain scene.	Establish a people-oriented service concept and provide a good humanized shopping environment	Project 8 Shopping Environment and Consumer Psychology
O_17	To enable students to master the methods of commodity display in different formats	Can design display diagrams according to a certain situation.	Improve students' personality, carry out aesthetic education, improve artistic accomplishment,	

			cultivate the consciousness of seeking truth and being pragmatic, pioneering and innovative.	
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3. Optimize Teaching Design and Implement Multi-Level Evaluation Feedback System

Teachers should carry out teaching according to the training goals of business majors and the characteristics of students in higher vocational colleges. Relying on information-based teaching resources, and with the help of networked teaching platforms, teachers expand the teaching process from class to before and after class. In the pre-class stage, teachers publish learning content to students through course platforms such as Smart Vocational Education, Deshi, and MOOCs to mobilize students' autonomous learning. In the middle stage, teachers carry out interactive inquiry learning activities through case analysis, group discussion, scenario simulation and other means. In the after-school stage, teachers use the course platform to publish after-school assignments, tests and other content to interact with students, further expanding and improving students' ability to apply skills.

Teachers carry out a multi-level evaluation feedback system in teaching implementation. Teachers compare students' actual results with expected learning results to analyze whether students' learning results are within expectations. When there are differences between the two, teachers should analyze the reasons and further optimize the teaching design. The assessment content adopts the assessment form combining process and results. The assessment content includes the enthusiasm of the group discussion, the effect of teamwork, the results of knowledge learning, the results of practical training activities, and the results of practice reports. The evaluation methods can be teacher evaluation, expert evaluation, group evaluation, etc. The evaluation method should reflect the effectiveness and breadth. The nuclear evaluation should set the weight of different evaluation methods.

4. Conclusion

This paper takes the OBE concept as the main line

of research and combines the requirements of higher vocational education and the talent demand of business employment positions to construct an OBE preset learning outcome indicator system for business majors in higher vocational colleges. Then, on this basis, the expected learning outcomes of the course were formulated by taking the consumer psychology course as an example. Finally, according to the expected learning outcomes, the teaching objectives, teaching content, teaching design, and evaluation system are reversely designed. The research results provide important reference value for the teaching reform of other higher vocational colleges.

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