

Research on the Teaching Reform Path of “Situation and Policy” Course Based on OBE Education Concept

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Abstract: *Faced with the new situation of current educational development, the ideological and political theory courses in colleges and universities urgently need important teaching theories for effective reform and practice. The course “Situation and Policy” is an important part of the ideological and political theory courses in colleges and universities. How to improve its course quality has become a major issue. OBE education theory is the main educational concept for studying learning output and continuously improving important results. It advocates focusing on students-centered, results-oriented, and continuous improvement. It plays a significant role in improving the teaching quality of ideological and political theory courses and the quality of talent training. This paper is committed to the integration of the “Situation and Policy” course in applied universities with the OBE education concept, exploring the path of teaching reform, and providing new ideas and methods for teaching design and model innovation. According to the semester practice, it summarizes the optimization of the teaching model system of the “Situation and Policy” course based on OBE, which is more conducive to achieving teaching goals, teaching platform construction, and assessment and evaluation improvement, and is more conducive to enhancing the cultivation of students’ abilities.*

Keywords: OBE educational theory, “Situation and Policy” course, Teaching reform.

1. Introduction

The “Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era” once again emphasized that ideological and political education courses are key courses for implementing the fundamental task of cultivating morality and cultivating people. The Party Central Committee and the State Council have made clear requirements on the positioning, teaching management, teaching content, teaching resources, teaching staff, teaching methods, and learning assessment of the “Situation and Policy” course in colleges and universities. The “Situation and Policy” course is an important part of the ideological and political education course that must be offered at the undergraduate stage, and the requirements for the reform of this course have been continuously strengthened in recent years. In the “Several Opinions on Strengthening the Construction of the “Situation and Policy” Course in Colleges and Universities in the New Era” issued by the Ministry of Education, it is further clearly stated that the “Situation and Policy” course should closely focus on studying and implementing the socialist ideology with Chinese characteristics in the new era, and firmly adhere to the “four self-confidences” throughout the teaching process, closely combined with the reality of building a well-off society in an all-round way, and help students recognize the domestic and international situation in response to the hot issues and ideological characteristics of students’ concerns, educate and guide students to fully and accurately understand the party’s line, principles and policies, and strengthen their confidence and determination to follow the path of socialism with Chinese characteristics under the leadership of the Communist Party of China, and actively participate in the great cause of reform, opening up and modernization.

Against the backdrop of the deepening development of globalization and the ever-changing domestic and international situation, the course “Situation and Policy” is an

important part of ideological and political education in colleges and universities. Its teaching effect directly affects students’ grasp of the pulse of the times and the cultivation of social responsibility. However, the traditional teaching model faces challenges such as rapid content updates and difficulty in mobilizing students’ interests. Based on the concept of OBE (outcome-oriented education), exploring the teaching reform path of the course “Situation and Policy” aims to improve the pertinence and effectiveness of the course by clarifying learning outcomes, optimizing teaching content and methods, and is of great significance for cultivating new-era college students with a global vision, high political sensitivity and social responsibility. Moreover, with the advancement of the new era of education, education reform continues to summarize teaching experience in the new wave. Therefore, innovative education methods are of great significance to the improvement of educational concepts. At this stage, the core demands of OBE education theory are basically in line with the contemporary education system, which is also a common need for looking forward to the development of education in the new era. We are committed to exploring the path of teaching reform by integrating the “Situation and Policy” course with OBE education concepts in applied universities. Based on practical experience, we have summarized the optimization of the teaching model system of the “Situation and Policy” course based on OBE, improved the teaching model of the “Situation and Policy” course, single means, weak interactivity, single evaluation system and other problems, and improved the quality of course evaluation.

This study focuses on the application path of the OBE (Outcome-Based Education) concept in the teaching reform of the “Situation and Policy” course. The content covers: analyzing the current status of the course and identifying the pain points of teaching; building a course goal system based on the OBE concept and clarifying the learning outcomes that students should achieve; exploring the reconstruction of course content and the innovation of teaching methods, such

as case teaching and flipped classrooms; and reforming the evaluation system to ensure that the teaching results are consistent with the expected results. The research method adopts the literature review method to sort out the theoretical basis, the questionnaire survey and interview method to collect feedback from teachers and students, and the action research method to continuously adjust and optimize the reform plan in practice.

2. Literature Review

1) The connotation of OBE education theory. OBE (Outcome-based Education) is also called outcome-oriented education, output-oriented education, ability-oriented education, goal-oriented education or demand-oriented education. After being proposed by American scholar Spati et al. in 1981, it quickly gained people's attention and recognition, and has become the mainstream concept of education reform in the United States, Britain, Canada and other countries. The OBE education concept is a concept of curriculum system construction that is outcome-oriented, student-oriented, and adopts a reverse thinking approach. It emphasizes an educational concept based on learning output and continuous improvement. American scholar Spati introduced that "Outcome-based education (OBE) is based on the abilities that all students must have at the end of learning, and clearly focuses on and structures all teaching activities in the education process. That is to say, starting from clearly defining the abilities that students must have, and then combining courses (teaching effectiveness), learning (activities) and evaluation to ensure that such learning can be achieved", that is, "an educational model that clearly focuses on and organizes teaching activities around the key results that all students can obtain after a certain learning process" [1].

OBE is the goal of teaching design and teaching implementation, which is the learning outcomes that students finally achieve through the education process. It includes four contents: the first is what, which is to think about what learning outcomes we want students to achieve; the second is why, which is to think about why we want students to achieve such learning outcomes; the third is how to help, which is to think about how to effectively help students achieve these learning outcomes; the fourth is how to know, which is to think about how to know that students have achieved these learning outcomes. Teaching reform needs to carry out teaching design and teaching implementation from these four aspects.

2) Current teaching status of the "Situation and Policy" course. Through practical understanding of the "Situation and Policy" class, combined with teaching experience and relevant literature, it is found that the "Situation and Policy" course currently has the following five prominent problems:

First, the teaching is relatively lagging behind. According to the nature of the course, the content of this course includes two parts: situation and policy. The situation is oriented to reality, referring to the overall development status and development trend of important aspects such as international and domestic politics, economy, culture, and society. The policy part requires that the development status and trends of

various aspects such as economy, culture, science and technology, and society be linked to the party's line, principles, and policies in the primary stage of socialism in China. Limited by the strong effectiveness of the course, current affairs and policies change relatively quickly, so it will cause a lag for teachers when teaching this topic.

Second, the teaching model and methods are monotonous. So far, many college teachers engaged in "Situation and Policy" education have not paid attention to the improvement of teaching models, and the teaching model is monotonous. For example, many teachers still use a single traditional teaching model guided by the "transmission-acceptance" teaching theory and the "stimulus-response" behaviorist learning theory [2]. Due to tight time, tight funds, and a large number of students, traditional teaching methods are generally adopted, and the teaching effect is not ideal.

Third, the connection between students' ideological enlightenment and reality is not strong enough. Li Dazhao once said: "Any kind of learning or knowledge must be useful in life to be true learning or knowledge. Otherwise, it cannot be said to be learning or knowledge." When preparing lessons, teachers only consider the output process, and do not consider the students' acceptance level strongly enough. There is a lack of research on the acceptance attitude and effect of the students. Ideological and political courses in colleges and universities must be "learning-oriented" and pay attention to the close relationship between students' education and reality.

Fourth, the interaction between teachers and students is not strong. At present, the ideological and political courses in various universities are basically taught in joint classes, with a large number of students, which is not conducive to the development of interactive teaching. The traditional teaching model of "teaching-learning, speaking-listening, moving-still" is a one-way indoctrination of linear thinking, which makes it difficult to develop the role of students' active participation. It becomes a one-man show for the teacher, and the students are in a state of learning that has nothing to do with them.

Fifth, students are not very proactive. Judging from the current arrangements for ideological and political courses in colleges and universities, students have many ideological and political courses in a semester, and their learning tasks are heavy. However, the importance they attach to the course "Situation and Policy" is far lower than that of courses such as "Morality and the Rule of Law", "Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics", and "Basic Principles of Marxism".

In addition, the OBE education concept has been widely practiced at home and abroad. In foreign countries, such as the United States, engineering education has fully adopted OBE, and through reverse design of curriculum and evaluation system, it emphasizes the matching of student ability and graduation requirements. In Canada and Nordic countries, OBE is applied to K-12 and higher education to improve students' comprehensive quality. In China, many universities have established professional quality standards based on the OBE concept, reformed the curriculum system, strengthened practical teaching, and ensured that students' ability training

is connected with industry needs. These practices have provided valuable experience and reference for the teaching reform of the “Situation and Policy” course.

3. Practice and Application of OBE Concept in the Course of Situation and Policy

It is now necessary to conduct an in-depth discussion on the reform path of the “Situation and Policy” course teaching under the OBE education concept, conduct theoretical analysis from the aspects of teaching objectives, teaching content, teaching methods, etc., and take the fifth topic of “Situation and Policy” published by the Current Affairs Report Magazine of the Publicity Department of the CPC Central Committee in February 2024 as an example to strengthen the sense of community of the Chinese nation.

1) Teaching objectives. The teaching objectives and requirements, teaching focus and difficulty of this topic, this topic involves three parts. The first part is the historical background and great significance of forging a strong sense of community for the Chinese nation. The second part is the focus of teaching, understanding the profound connotation of forging a strong sense of community for the Chinese nation. The third part proposes five practical paths for the major practical proposition of “how to forge a strong sense and how to forge it more firmly”. The difficulty of this topic lies in how we can transform the abstract theoretical logic into the figurative logic of life and combine the understanding of the profound connotation with concrete actions.

Through learning, we must understand the historical inevitability, extreme importance, practical relevance and special urgency of forging a strong sense of community for the Chinese nation, accurately grasp the profound connotation and practical path of forging a strong sense of community for the Chinese nation, and consciously unify our thoughts with the important decisions and arrangements of the Party Central Committee on the Party’s ethnic work in the new era.

2) Teaching platform. Classroom teaching is mainly based on Chaoxing Learning Pass for hybrid smart classroom learning. The advantages of Chaoxing Learning Pass mainly include rich educational resources, real-time interactive functions, and full-time recording of the learning process. The real-time interactive function includes that the platform supports real-time interaction, including quick attendance, classroom discussion, homework submission (supports text and audio-visual formats) and intelligent scoring, etc., which ensures efficient management and the principle of teaching students in accordance with their aptitude, improves the teaching quality, and can record the learning process with all one’s heart. Chaoxing Learning Pass can record the students’ learning process throughout the whole process, including attendance, classroom discussion, task point completion, etc. These records are detailed and complete, which is conducive to long-term preservation and assessment and evaluation. There is also a mobile teaching support function, which supports the online and offline teaching mode, gets rid of the constraints of time and space, makes autonomous learning supervised, classroom teaching more efficient, and fragmented time is used. In addition, Chaoxing Learning Pass has a good application effect in distance teaching, which

reflects the value of flipped classroom teaching, especially during the epidemic, it has become one of the important tools for distance teaching in our school.

In terms of improving ability, we focus on “learning-oriented” in classroom teaching, so that students can fully participate and gain a sense of learning effectiveness. The form of the teaching is “Let me talk about the form and policy”, which includes a five-minute speech before class, news broadcast, round-table meeting and other processes.

To improve students’ value level, they do so through social practice, including visiting the Guangdong Dongjiang Column Memorial Hall and recording social practice.

3) Teaching evaluation: online tests are used for knowledge level. For the improvement of ability, students are led to participate in discussions and group reports. For the value level, practical activities with course characteristics are carried out, using the content of the “Situation and Policy” course to analyze current political hot news, social events, etc., and completing and designing practical activity plans in groups based on classes.

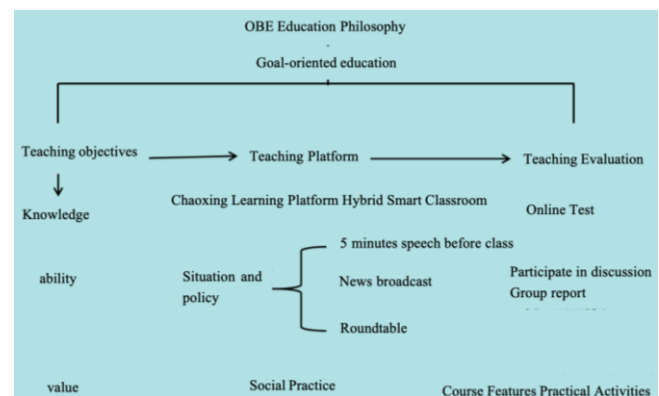


Figure 1: Combining the OBE concept, the teaching system of the “Situation and Policy” course

In the teaching reform strategy of the “Situation and Policy” course based on OBE (Outcome-Based Education), the first section should clarify the course objectives and graduation requirements. The course objectives should focus on cultivating students’ ability to analyze domestic and international situations, understand national policy orientations, and participate in social governance, ensuring that students can use their knowledge to independently judge the current situation and form a correct world view, values, and sense of responsibility when they graduate. The graduation requirements emphasize that students must have a deep understanding of the situation and policies, and have the ability to think critically and communicate effectively to adapt to the needs of future social development.

4. Conclusion and Outlook

Under the OBE education concept, it is crucial to build a diversified practical teaching platform in the implementation path of the teaching reform of the “Situation and Policy” course. Through various forms such as school-enterprise cooperation, social practice, and simulation exercises, we provide students with abundant practical opportunities. We build an online learning platform, introduce current hot cases,

simulate the international political and economic decision-making process, and enhance students' sense of participation and practical ability. At the same time, we encourage students to participate in social surveys, volunteer services and other activities, closely combine theoretical knowledge with social practice, and comprehensively improve students' comprehensive quality and innovation ability.

Based on the OBE education concept, the teaching practice and reform of the form and policy classroom are carried out to improve students' participation and ensure the quality of teaching. In this process, teachers pay more attention to students' needs and interests, let students "move up" and make the classroom "lively", form a virtuous interaction between "teaching" and "learning", and achieve the purpose of mutual benefit between teaching and learning. Finally, university classroom teaching should be "intermittent" and "step-by-step". When teaching, teachers should give opportunities to students themselves, so that students can repair one "discontinuity point" after another and step onto one "step" after another, so as to truly achieve "student-centered and teacher-led".

Although this study has made a preliminary exploration of the teaching reform path of the "Situation and Policy" course based on the OBE education concept, it is still limited by the research conditions and sample scope, and there are still some shortcomings. For example, the actual effect evaluation of the teaching reform still needs data support over a longer time span and feedback from a wider range of student groups. Future research can further refine the reform measures, introduce a more diversified evaluation system, and pay attention to the role of technology integration in promoting curriculum innovation, in order to build a more efficient "Situation and Policy" teaching model that adapts to the needs of the times.

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