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Research on Curriculum Teaching Reform and Practice under the OBE Concept

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Abstract: ***With the continuous improvement of the higher education quality assurance system in the new era, the Outcome-Based Education (OBE) concept, focusing on learning outcomes, has gradually become a significant paradigm for promoting curriculum reform. Currently, ambiguous teaching objectives, disconnection between content and industry needs, monotonous teaching methods, and a lack of process-oriented evaluation systems are some common problems for most university curricula, therefore overall teaching quality enhancement through conceptual updates and institutional restructuring are urgently required. Based on this, using the OBE educational concept as the theoretical foundation, this paper studies curriculum teaching reform, viewing to provide a replicable and scalable model for universities to improve outcome-oriented curriculum construction systems. This research not only enriches the practical application of domestic curriculum reform using OBE concept, but also offers valuable insights for student-development-centered curriculum teaching reform in the new era.***

Keywords: OBE Concept, Curriculum Teaching Reform, Reverse Design, Formative Assessment**.**

1. Introduction

As the development of higher education transfers from scale expansion to in-depth focused mode, curriculum and teaching reform increasingly emphasizes a student-centered, outcome-oriented approach to enhancing its quality. The Outcome-Based Education (OBE) theory is recognized globally as a crucial framework for improving the precision of curriculum objectives, the effectiveness of teaching activities, and the scientificity of assessment mechanisms. Its core principles— "clear outcomes", "Reverse Design" and "continuous improvement" —enable the measurement, evaluation, and sustainable enhancement of effective learning through a logical process.

In recent years, domestic universities have deepened reforms in areas such as program accreditation, classroom teaching, and curriculum evaluation. However, the localization and contextual transformation of OBE across different course types and teaching scenarios still exhibit varied pathways, providing a rich practical foundation for specific curriculum reform research.

Existing research demonstrates that OBE has shown promising results in vocational education, undergraduate education and application-oriented higher education institutions. Related reform practices have proven that teaching designs centered on learning outcomes can significantly enhance goal alignment, content relevance, and the operational feasibility of assessments in curricula.

For example, in the curriculum reform of Customer Relationship Management, restructuring the curriculum objectives and learning tasks led to a remarkable improvement in students' professional capabilities (Yang Lijuan, He Fang, 2025). Similarly, in courses such as Fundamental Artificial Intelligence, strengthening the logical linkage of "knowledge-skills-literacy" with industrial needs has improved students' engagement and problem-solving abilities (Zhu Yuechao, 2025).

The OBE framework, with its focusing on ability training, practical needs, and flexible adaptation to disciplinary characteristics, demonstrates strong versatility across disciplines such as engineering, arts, and medicine. Meanwhile, by effectively bridging educational objectives with societal development demands and promoting systematic pedagogical innovation, OBE possesses broad and enduring potential for widespread implementation.

Moreover, research from an interdisciplinary perspective also indicates that the OBE concept demonstrates strong compatibility with other educational paradigms. For instance, in the English classes for English majors, the integration of ideological and political elements within the curriculum shows that value guidance and competency orientation are not mutually exclusive; instead, they can be effectively complemented through the scientifically designed hierarchy of objectives (Wang Lan, 2021). Similarly, in courses such as Journalism Practice, the construction of a task chain centered around "project-driven - real scenarios - achievement presentation" helps achieve the integration of knowledge, skills, and innovative literacy (Wang Chunmei, 2020).

Additionally, in the reform of an Environmental Engineering Microbiology course, teachers restructured the teaching content according to OBE requirements, making the knowledge system more systematic and application-oriented (Mei Yunjun, 2018). Guided by students' learning outcomes, the OBE concept not only promotes the reshaping of curriculum structures from "knowledge transmission oriented mode" to "competency achievement oriented mode", optimizing the relevance and practicality of course content, but also breaks down barriers within and between disciplines, fostering the systematic integration and progressive development of cross-cutting core competencies such as critical thinking, practical innovation and teamwork, thereby laying a solid foundation for students to adapt to complex real-world scenarios and future career demands.

In vocational colleges and application-oriented universities,

the promotion of OBE concept also holds profound value. Practice in the reform of an Ancient Chinese course shows that OBE concept can inject new instructional logic into traditional courses, establishing clearer pathways between knowledge acquisition and competency development (Li Hui, 2025). Research on blended teaching reform in a Network Marketing course points out that the online-offline fusion model naturally aligns with OBE's goal orientation, helping enhance students' self-directed learning abilities and digital skills (Bai Yingmei, 2025).

In the teaching reform of Public Physical Education, constructing an evaluation system centered on learning outcomes enhanced the measurability of students' motor skills and health literacy (Chen Hongxu, 2025). Furthermore, reform research for a Sports Statistics course further illustrates that the OBE concept can effectively enhance the course's applicability and students' mastery of learning tasks (Ye Shaowei & Li Yixia, 2025). Exploration in Financial Accounting course reform also indicates that through outcome-oriented task design, students' depth of understanding and analytical skills were significantly improved (Yan Shiqi et al., 2025).

In summary, the OBE concept has demonstrated positive practical outcomes in numerous course areas, yet several issues await further research. For example, how can curriculum objectives maintain logical consistency across knowledge, skills, and literacy dimensions? How can teaching content be more effectively aligned with industry or professional competency standards? How can learning assessment achieve high quality, diversity, and truly reflect the enhancement of student abilities? Furthermore, systematic research is still lacking on how different types of courses (e.g., theoretical, skills-based, comprehensive) can form differentiated reform paths under the OBE framework. Based on these questions, this study, guided by the OBE concept, systematically explores four aspects: objective design, content restructuring, teaching method innovation, and evaluation mechanism optimization, combined with teaching practice in specific course contexts, aiming to provide a sustainable and scalable reform model for university curriculum reform.

2. Theoretical Foundation

The systematic advancement of curriculum teaching reform relies on a solid theoretical foundation. Curriculum reform based on the OBE concept typically involves the synergistic construction of learning theory, curriculum theory, and assessment theory. The theoretical basis of this study primarily includes: the theoretical framework of OBE, constructivist learning theory, Reverse Design Theory, and outcome-oriented assessment theory. These theories collectively form the logical foundation for the design, practice, and evaluation of curriculum reform in this study.

2.1 Theoretical Framework of OBE Concept

The OBE concept emphasizes being "centered on learning outcomes," advocating for the reverse design of teaching activities and evaluation systems starting from the intended learning outcomes. Its logical chain is manifested as a closed-loop structure of "Outcome - Objective - Teaching-Assessment-Improvement." The OBE concept further emphasizes the measurability and assessability of outcomes and, through a competency-oriented structured objective system, enables the curriculum to clearly define the levels of knowledge mastery, operational skills, and comprehensive literacy improvement that students should achieve upon completion of their studies. In existing research, the OBE framework is widely applied in areas such as professional course restructuring, practical teaching reform, and alignment with professional certification standards, demonstrating strong theoretical explanatory power and practical guidance significance (Mei Yunjun et al., 2018; Wang Chunmei, 2020).

The curriculum objective system under the OBE concept is typically structured according to the cognitive, affective, and psychomotor dimensions of Bloom's Taxonomy of Educational Objectives. By defining "observable, measurable, and assessable" learning outcomes, teaching activities are rendered more directional and consistent. Precisely for this reason, the OBE framework provides systematic support for subsequent course content optimization, task chain design, and assessment standard setting, making it the primary theoretical foundation of this study.

2.2 Constructivist Learning Theory

Constructivist learning theory emphasizes that students construct knowledge system through active exploration, collaborative learning and problem-solving in authentic contexts, highlighting the subjectivity of the learners. Reforms in courses such as 'Customer Relationship Management', 'Artificial Intelligence Fundamentals' and 'Sports Statistics' have indicated that when the teaching context is more authentic and tasks are more open-ended, students' learning engagement and autonomous knowledge construction abilities improve significantly (Yang Lijuan & He Fang, 2025; Zhu Yuechao, 2025; Ye Shaowei & Li Yixia, 2025). These studies are highly consistent with constructivism's advocacy for being "student-centered" and viewing learning as "knowledge construction rather than reception."

Thus, OBE emphasizes "outcomes," while constructivism emphasizes "process." Together, they form a complete learning logic from outcome orientation to process support, providing complementary theoretical foundations for curriculum reform.

2.3 Reverse Design Theory

Reverse Design Theory evolved from the concept of "starting from learning outcomes" and is highly consistent with the development path of OBE. This theory posits that teachers should first determine assessable learning objectives, then design assessment methods and finally plan teaching activities. Its core steps include: (1) Identifying desired results, (2) Determining acceptable evidence, and (3) Planning learning experiences and instruction.

In reform studies for courses in Journalism and Communication, Language and Literature, Physical Education and Finance and Counting, the logic of reverse design has been proved to be effective in enhancing the

overall coherence of curriculum teaching. For example, in the reform of an Ancient Chinese course, reversely determining course competency objectives made the teaching content more aligned with students' practical application needs (Li Hui, 2025). In the reform of a Network Marketing course, restructuring knowledge modules based on "degree of outcome achievement" made the organization of the teaching process more scientific (Bai Yingmei, 2025). These studies suggest that Reverse Design is not only a curriculum design strategy but also a crucial implementation path for the OBE concept.

Therefore, this study will also adhere to Reverse Design Theory in its curriculum reform design, ensuring a high degree of alignment between teaching activities and student competency enhancement by first clarifying objectives, then designing assessments, and finally restructuring content and teaching processes.

2.4 Outcome-Oriented Assessment Theory

The core focus of the OBE concept lies in "outcome assessment." Outcome-Oriented Assessment Theory emphasizes that assessment is not only a tool for verifying learning outcomes but also an important pathway for promoting learning. Unlike traditional summative assessment, Outcome-Oriented Assessment pays more attention to the learning process, evidence of competency and the authentic representation of learning performance. Therefore, in OBE courses, formative assessment, project-based assessment, reflective assessment and authentic assessment are widely used.

A large number of domestic studies point out that constructing a diversified and process-oriented assessment system can significantly enhance students' learning motivation, self-monitoring ability, and learning outcomes. For instance, in a Public Physical Education course, through achievement analysis and process recording, students could clearly identify their own competency improvement process (Chen Hongxu, 2025). In an Intermediate Financial Accounting course, through task-outcome-based assessment methods, students' professional skills and problem-solving abilities were significantly improved (Yan Shiqi et al., 2025). These studies has provided more examples to prove that the scientization of the assessment mechanism is a crucial guarantee for the successful implementation of OBE curriculum reform. Therefore, in constructing the curriculum reform model, this study will adopt a combination of formative and summative assessment to ensure that learning outcomes can be presented authentically, comprehensively and quantifiably.

3. Research Design

To systematically investigate the mechanism of the OBE concept in curriculum teaching reform, this study constructed a research design framework comprising research questions, research approach, research methods and research subjects, based on theoretical analysis, literature review, and practical observation. Through the comprehensive use of multiple methods, this study strives to present the logical structure, practical paths, and effectiveness characteristics of the OBE concept in curriculum reform, with the aim of forming a reform model with promotional value.

3.1 Research Questions

Based on the theoretical analysis and literature review above, this study aims to address the following three core questions:

1) How is the OBE concept structurally represented within the curriculum objective system? Existing research indicates that OBE curriculum reform generally emphasizes "competency orientation", "outcome achievement" and "continuous improvement" but differences still exist among different courses in objective decomposition, competency indicator construction and the consistency of the objective structure (Yang Lijuan & He Fang, 2025; Zhu Yuechao, 2025). Therefore, firstly, this study focuses on how to construct an objective system that both meets the theoretical requirements of OBE and adapts to the nature of the courses.

2) How the OBE concept is implemented in the design of teaching content and teaching activities? Although existing studies have proposed various teaching strategies, such as project-based learning, situated learning and blended online-offline teaching (Bai Yingmei, 2025; Wang Chunmei, 2020), further discussion is needed when it comes to how these strategies form a logical closed loop with the OBE objective system.

3) How to construct a learning-outcome-centered assessment system and continuously improve the curriculum reform? Outcome-oriented assessment is a core component of OBE but specifics on how assessment methods are designed for different courses and how to ensure the authenticity and operationalizability of assessment evidence, still remain insufficient in existing research (Chen Hongxu, 2025; Yan Shiqi et al., 2025). Therefore, this study focuses on the construction of the assessment mechanism and the measures for improvement.

Centering on the above questions, this study aims to construct a set of universal and applicable OBE curriculum teaching reform models.

3.2 Research Approach

This study follows a logical path of theoretical analysis, needs diagnosis, framework construction, teaching practice, effectiveness evaluation and continuous improvement. Firstly, in the theoretical analysis stage, the theoretical foundation of curriculum reform is systematically explained based on the OBE concept, Constructivism Theory and Reverse Design Theory. Subsequently, in the needs diagnosis stage, through analysis of the current curriculum status and student learning needs, identify the key points for the curriculum reform. Next, in the framework construction stage, based on the OBE concept, build the curriculum objective system, content system and evaluation system. In the practice stage, implement the reform plan in specific courses, with process monitoring conducted through classroom observations, implementation of learning tasks, and collection of student feedback. In the effectiveness evaluation stage, conduct a comprehensive analysis from dimensions such as learning outcomes, competency enhancement and objective

achievement rates. Finally, in the continuous improvement stage, optimize the curriculum system based on evaluation results, forming a recyclable reform mechanism. The research approach is illustrated in the figure.

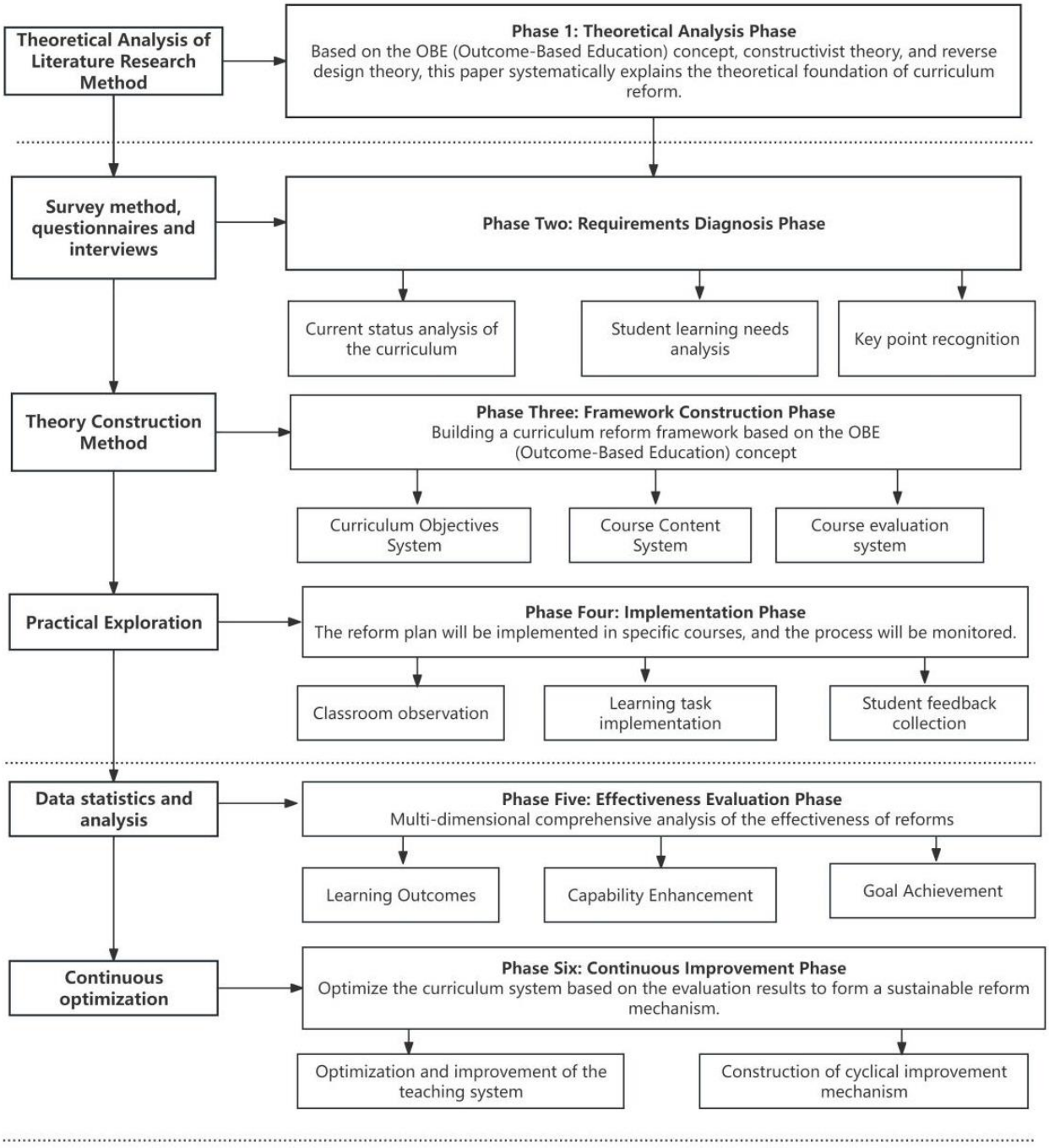

Figure 1: OBE-based curriculum reform framework - Claude_01(1)

3.3 Research Methods

To ensure the systematic and scientific rigor of the research, this study comprehensively uses multiple methods, including literature review, content analysis, action research and classroom observation, to verify the rationality and practical effectiveness of the reform plan from multiple dimensions.

Literature Review: By systematically reviewing relevant domestic research on OBE curriculum reform, this study summarizes its main viewpoints, practical paths and challenges, providing a basis for constructing the theoretical framework for this research.

Content Analysis: Conducts structured analysis of course syllabi, teaching objectives and teaching materials to identify inconsistencies between objectives, content and teaching activities, providing a basis for problem diagnosis for the reform.

Action Research: Continuously implementing, reflecting upon and adjusting the curriculum reform plan during teaching practice is a key method of this study, consistent with OBE's emphasis on "continuous improvement."

Classroom Observation: Analyzes the effectiveness of teaching strategies and student participation by observing and recording the teaching process and student classroom behaviors, providing feedback for the optimization of teaching activities.

3.4 Research Subjects

The research subjects are full-time students participating in the OBE-concept-oriented curriculum teaching reform practice at the authors' institution, covering different academic disciplines and grade levels to ensure the representativeness of the research sample and the applicability of the research conclusions.

4. Curriculum Teaching Reform Framework under the OBE Concept

The OBE concept emphasizes being centered on learning outcomes. Curriculum teaching reform requires systematic design in objectives, content, teaching methods and the evaluation system. Based on the aforementioned theoretical foundation and research design, constructing a comprehensive curriculum teaching reform framework.

4.1 Curriculum Objective System Design

Curriculum objectives are the starting point and core of curriculum teaching reform, serving as important criteria for measuring the rationality of curriculum design and teaching effectiveness. Guided by the OBE concept, the curriculum objective system should be explicit, measurable, operational and can provide standards for subsequent teaching content, activity design and evaluation.

1) Hierarchical Objective Structure: Curriculum objectives should be decomposed from overall goals to specific learning outcomes (CLOs), forming a three-dimensional structure of knowledge, skills and literacy. The knowledge dimension emphasizes conceptual understanding, theoretical mastery and knowledge transfer; the skill dimension highlights operational ability, problem-solving and innovation capability; the literacy dimension covers professional ethics, teamwork and self-directed learning ability. Hierarchical objective design allows students to clearly understand their learning requirements and facilitates the organization of teaching activities by teachers.

2) Competency Orientation and Task Correlation: Each learning outcome should correspond to specific classroom tasks and practical projects, establishing a direct link between objectives and activities. For example, complex tasks can be broken down into phased tasks, with each stage clearly defining output standards and achievement indicators, enabling students to gradually develop competencies through task completion.

3) Achievability and Adaptability Analysis of Objectives: Course objectives need to be analyzed for achievability considering students' actual levels, professional characteristics and industry needs. Through questionnaires, teacher discussions and industry feedback, the difficulty, rationality and operationalizability of objectives can be evaluated, ensuring that objectives are challenging yet achievable through course activities.

4.2 Teaching Content Restructuring

In the OBE concept, teaching content design is not merely about knowledge transmission but emphasizes the integration of knowledge, skills and practical tasks. Content design must align with curriculum objectives and support the gradual formation of student competencies.

1) Modularization and Systematization: Course content is divided into several knowledge modules, each designed around one or more learning outcomes, forming a modular knowledge structure. Modules should be in a progressive relationship, moving from basic knowledge to advanced applications, ensuring that students can progressively master skills and knowledge.

2) Contextualization and Projectification: Teaching content should be combined with authentic industry or social contexts, setting up project-based tasks that allow students to apply acquired knowledge in simulated or real scenarios. For instance, in Artificial Intelligence or Journalism Practice courses, students master techniques and methods by completing real or simulated projects, achieving the integration of theory and practice.

3) Operationalizability and Self-Directed Learning: Content design should balance self-directed learning and teacher guidance, providing rich learning resources, case studies and problem scenarios to guide students in internalizing knowledge through inquiry and practice, while cultivating self-learning and problem-solving abilities.

4) Cross-Module Integration and Knowledge Transfer: Course content should emphasize the connections between modules and comprehensive application, guiding students to transfer knowledge from different modules to practical problems. Thus, enhance comprehensive analysis and innovation capabilities of the students and help them achieve overall improvement in knowledge and skills.

4.3 Teaching Method Innovation

Teaching methods under the OBE concept should be centered on the formation of student competencies, emphasizing active learning and practical participation to promote knowledge internalization and competency development.

1) Project-Based Learning (PBL): Course tasks are designed as a series of project chains, with each project corresponding to specific learning outcomes, enabling students to develop competencies gradually through task completion. PBL emphasizes problem orientation, teamwork and practical operation, effectively enhancing students' comprehensive literacy.

2) Blended Learning and Flipped Classroom: Blended Learning combine online resources with offline classrooms, using video lectures, case analyses, and online discussions to strengthen self-directed learning; classroom time is primarily used for task practice, discussion and skill application. The Flipped Classroom model helps increase student participation and enthusiasm, promoting independent inquiry and collaborative learning.

3) Formative Feedback-Driven Instruction: During the teaching process, teachers will set up staged assignments,

classroom quizzes, discussion reports and project presentations to form a continuous feedback system, allowing students to promptly understand their learning progress and competency achievement. Meanwhile, it can enable the teachers to adjust teaching strategies based on feedback, realizing the "teaching-assessment-improvement" closed loop.

4) Personalized and Differentiated Instruction: Providing tiered tasks and diverse learning resources based on students' ability differences and learning styles to achieve tailored teaching. Offering more guidance to students with weaker foundations and higher challenge tasks to capable students ensures competency achievement for all.

4.4 Evaluation System Construction

The evaluation system is a critical link in OBE curriculum reform and needs to be scientifically designed to ensure the authenticity, comprehensiveness and operationalizability of learning outcomes.

1) Multi-Dimensional Evaluation: Evaluation content includes multiple dimensions such as knowledge mastery, skill application, professional literacy, and innovation ability, ensuring the comprehensive achievement of course objectives. Multi-dimensional evaluation allows for all-around monitoring of the student competency formation process.

2) Integration of Formative and Summative Assessment: Evaluation includes both formative assessment (e.g., classroom assignments, project reports, experimental operations) and summative assessment (e.g., final exams, comprehensive practical tasks). Combining formative and summative assessment enables monitoring and guidance throughout the entire learning process.

3) Quantitative Indicators and Achievement Analysis: Quantitative Indicators requires setting quantifiable achievement standards for each learning outcome and Achievement Analysis uses scoring matrices or competency achievement analysis to assess student performance, realizing the visualization and operationalization of evaluation. The evaluation data is not only used for grading but also provides reference for teachers to optimize curriculum design.

4) Feedback and Improvement Mechanism: Evaluation results are promptly fed back to students and teachers to optimize learning strategies and instructional design. Through continuous feedback and improvement, dynamic adjustment of the curriculum design is achieved, forming a virtuous cycle between teaching activities and the evaluation system.

This framework not only provides a systematic operational plan for specific curriculum reform but also offers a referential practical path and theoretical basis for the promotion of other courses under the guidance of the OBE concept.

5. Reform Implementation and Effectiveness Analysis

Guided by the aforementioned OBE curriculum teaching reform framework, this study conducted systematic teaching reform practice in selected courses and evaluated the reform effects multi-dimensionally. The implementation and effectiveness analysis not only verified the feasibility of the framework but also provided practical basis for subsequent course promotion and optimization.

5.1 Reform Implementation Process

The implementation of the curriculum reform strictly followed the closed-loop progression of "Objective Clarification → Content Optimization → Teaching Practice → Evaluation Feedback → Continuous Improvement". It first anchored the student competency achievement goals under the OBE concept, then optimized the course content and resource allocation accordingly, implemented them through diversified teaching practices, collected feedback data relying on a scientific evaluation system and finally iteratively improved various teaching aspects based on the feedback results, forming a spiral escalation mechanism for reform advancement.

1) Objective Restructuring and Task Design: In the early stage of reform, the teaching team systematically reviewed the original course objectives and decomposed the overall goals into several specific learning outcomes. Each outcome clarified knowledge mastery requirements, skill operation standards and literacy cultivation indicators, forming a measurable competency framework. Subsequently, match each learning outcomes to classroom tasks and project tasks, ensuring that each objective achievement can be supported by learning activities.

2) Teaching Content and Resource Integration: According to the OBE concept, modularize and contextualize the course content. Cases, project practices and real industry data should be integrated into teaching. The teachers curate and develop diversified teaching resources, including supplementary textbook materials, online course videos, experimental operation guides and problem scenario materials, providing support for student self-directed learning and project practice.

3) Application of Teaching Methods: During the reform period, project-based learning, flipped classroom and blended teaching methods should be adopted. In the classroom, students work in groups to complete phased tasks, with teachers providing guidance and feedback; online platforms provide self-study modules and discussion forums, enabling students to preview before class, practice during class and reflect after class, achieving an organic combination of inside and outside classroom learning.

4) Implementation of the Evaluation System: The course evaluation system included both formative and summative assessment. Formative assessment covers classroom assignments, project reports, experimental operations and discussion performance; summative assessment includes final project presentations and comprehensive evaluations. Each assessment component has clear scoring criteria and quantitative indicators, coupled with a feedback mechanism to guide students in adjusting their learning strategies and improving learning outcomes.

5) Continuous Improvement Mechanism: During the teaching process, the teaching team held regular seminars to analyze classroom feedback, evaluation data, and student suggestions, adjusting teaching content, activity design, and evaluation methods to achieve dynamic optimization of the curriculum reform.

5.2 Discussion of Teaching Effectiveness

First, the OBE concept achieves a high degree of alignment among course objectives, teaching content and evaluation. Course design, task setting, teaching activities and evaluation components form a closed loop, making learning outcomes quantifiable and monitorable. Second, project-based and contextualized tasks significantly enhance students' practical abilities. Through authentic tasks and project practice, students can transform theoretical knowledge into problem-solving capabilities, achieving an organic integration of knowledge and skills. Third, formative assessment effectively guide student learning behaviors. Staged assignments and the feedback mechanism can help students adjust their learning strategies in real-time, improving learning efficiency and competency achievement rates. Fourth, there still remains room for optimization in the reform. Although the reform results are evident, aspects such as course scheduling, task difficulty gradient design, personalized guidance and cross-module integration still require improvement, providing reference points for subsequent reforms.

6. Conclusion and Recommendations

6.1 Research Conclusions

Guided by the OBE concept, this study conducted systematic design, practical implementation and effectiveness analysis of curriculum teaching reform.

Firstly, the OBE concept can effectively guide the construction of the curriculum objective system. Through clear learning outcome design and competency indicator decomposition, the curriculum objective structure becomes clearer and more hierarchical, achieving the integration of knowledge, skills and literacy. Students can clearly understand learning tasks and competency requirements, thereby improving the objective achievement rate.

Secondly, the modularized, contextualized and projectified design of course content enhances learning effectiveness. The close integration of teaching content with authentic contexts and project tasks enable students to concurrently engage in knowledge acquisition, skill practice and competency development. Modular design facilitates the progressive mastery of knowledge, while project-based tasks enhance students' self-directed learning and teamwork abilities.

Thirdly, diversified teaching methods promote students' active learning and competency development. Project-based teaching, flipped classroom, blended learning and personalized guidance effectively increase students' engagement and self-directed learning capabilities, enabling students to actively explore, practice and reflect during the learning process, leading to more solid competency formation.

Fourthly, the evaluation system combining formative and summative assessment ensure the achievement of outcomes. Through a multi-dimensional, quantitative, process-and-result combined evaluation system, it is possible to comprehensively reflect students' knowledge mastery, skill operation, literacy enhancement and competency achievement. Meanwhile, provide a basis for teachers to optimize teaching and for continuous course improvement.

Finally, the curriculum reform significantly enhances students' comprehensive abilities and learning motivation. Implementation results show that students made marked improvements in knowledge understanding, skill application, professional literacy and self-directed learning. Meanwhile, significantly enhanced learning initiative and participation indicate that the curriculum reform achieved its intended goals.

6.2 Recommendations for Curriculum Reform

1) Strengthen Curriculum Objective Design and Quantification of Competency Indicators: Clarify curriculum objectives and specific learning outcomes, designing measurable competency indicators to ensure that student competency development is directional and standardized.

2) Advance Project-Based and Contextualized Teaching: Incorporate authentic or simulated tasks into the curriculum, guiding students to apply knowledge to practice. Thus, cultivate problem-solving and innovation abilities of the students.

3) Adopt Diversified Teaching Methods: Combine flipped classroom, blended learning, teamwork and personalized guidance to enhance students' active learning and independent inquiry abilities.

4) Establish a Multi-Dimensional, Closed-Loop Evaluation System: Design an evaluation system that integrates formative and summative assessment, achieving monitoring of learning outcomes and continuous curriculum optimization through quantitative analysis and feedback mechanisms.

5) Build a Dynamic Optimization Mechanism: Establish a continuous improvement mechanism combining teacher seminars, student feedback and data analysis, constantly optimizing curriculum design, teaching activities and evaluation methods to achieve sustainable development of curriculum teaching reform.

Guided by the OBE concept, this study systematically constructed and practiced a curriculum teaching reform framework. Through the design of the objective system, restructuring of teaching content, innovation of teaching methods and improvement of the evaluation system, a high degree of alignment among curriculum objectives, teaching activities and learning outcomes was achieved. The research demonstrates that the OBE concept has significant effects in enhancing students' knowledge mastery, skill operation, professional literacy and learning engagement, providing theoretical support and practical reference for university

curriculum reform. In the future, universities can promote the OBE concept in more courses, continuously optimizing curriculum design and teaching practice in combination with disciplinary characteristics and student needs, to achieve high-quality educational goals.

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