

# English Teaching Evaluation in Higher Vocational Education for the Cruise and Art Design Professional Cluster Based on the OBE Concept

Xiaoli Hu

Jiangsu Maritime Institute, Nanjing 211170, Jiangsu, China

**Abstract:** *This paper centers on the OBE (Outcome-Based Education) concept and explores its application background, implementation plan design, execution, and supportive measures within the context of English teaching evaluation for the Cruise and Art Design professional cluster in higher vocational education. Firstly, the connotation and development of the OBE concept are reviewed, clarifying its applicability in higher vocational English teaching evaluation. Subsequently, the current state of English teaching for this specific professional cluster is analyzed, identifying existing problems. Building upon this analysis, an implementation plan for teaching evaluation based on the OBE concept is designed, encompassing the setting of evaluation objectives and principles, and the construction of an evaluation indicator system. Following this, the implementation process and supportive measures for the plan are elaborated to ensure the effectiveness of the teaching evaluation. Finally, the paper concludes by summarizing the findings and suggesting directions for further research. The research results of this study hold significant theoretical and practical importance for enhancing the quality of English teaching evaluation and promoting the in-depth development of teaching reform within the Cruise and Art Design professional cluster in higher vocational institutions.*

**Keywords:** OBE Concept, Cruise and Art Design Professional Cluster, Higher Vocational English Teaching, Teaching Evaluation, Implementation Plan.

## 1. Introduction

In the context of today's globalized era, English, as an international lingua franca, plays a crucial role across various fields. For higher vocational students in the Cruise and Art Design professional cluster, possessing strong English proficiency not only aids in acquiring international cutting-edge knowledge within their specialized studies but also broadens pathways for their future career development, making them more competitive in international communication and collaboration.

However, traditional evaluation methods for higher vocational English teaching often focus on assessing students' knowledge memorization and test-taking abilities, making it difficult to comprehensively and accurately reflect their practical English application skills and professional competence [1]. This evaluation approach exhibits a certain disconnect from the actual demands of the cruise and art design-related industries for English language skills. It fails to effectively guide students toward developing competencies that meet industry needs and is not conducive to cultivating students' comprehensive abilities and innovative spirit.

OBE (Outcome-Based Education) is an educational philosophy that emphasizes focusing on student learning outcomes, concerned with the abilities and qualities students can ultimately achieve through learning. Introducing the OBE concept into the English teaching evaluation for the Cruise and Art Design professional cluster in higher vocational education can make teaching evaluation more focused on the enhancement of students' practical abilities and the needs of their career development. By defining expected learning outcomes and designing teaching processes and evaluation methods around these outcomes, it ensures that teaching activities are closely aligned with industry demands, thereby improving the relevance and effectiveness of teaching [2].

Based on this, this study aims to explore an implementation plan for English teaching evaluation based on the OBE concept for the Cruise and Art Design professional cluster in higher vocational education. Through an in-depth analysis of the connotation and development of the OBE concept, combined with the current state of English teaching in this context, a scientific and reasonable implementation plan for teaching evaluation is designed. This plan will cover key aspects such as setting evaluation objectives and principles, and constructing an evaluation indicator system, to comprehensively and objectively evaluate students' English learning outcomes, providing strong support for improving teaching quality and facilitating students' career development [3]. Simultaneously, the research will also focus on the implementation and supportive measures of the plan, clarifying the teaching evaluation implementation process as well as the necessary supportive measures and resource support, ensuring the plan can be effectively implemented in actual teaching practice. Through this study, it is hoped that new ideas and methods can be provided for English teaching evaluation within this professional cluster, promoting the reform of higher vocational English teaching and cultivating high-quality talents that better meet industry requirements.

## 2. Application Background of the OBE Concept in English Teaching Evaluation for the Cruise and Art Design Professional Cluster

### 2.1 Connotation and Development of the OBE Concept

The OBE (Outcome-Based Education) concept plays an increasingly important role in the field of education. Gaining a deep understanding of its connotation and development is of significant importance, particularly in the context of English

teaching evaluation for the Cruise and Art Design professional cluster in higher vocational education.

The core connotation of the OBE concept is to organize and implement educational and teaching activities guided by student learning outcomes. It emphasizes clearly defining expected learning outcomes; all teaching activities, curriculum design, teaching evaluations, etc., revolve around how to help students achieve these outcomes [4]. Here, learning outcomes encompass not only the mastery of knowledge but also the enhancement of abilities, the cultivation of competence, and the shaping of values, among multiple dimensions. For example, in English teaching for this professional cluster, expected learning outcomes might include students possessing good English listening, speaking, reading, and writing skills, the ability to communicate in their professional field using English, and having awareness and capability in cross-cultural communication.

In terms of its developmental history, the OBE concept originated in the United States in the 1980s. At that time, American engineering education faced a series of challenges, such as a mismatch between graduates' actual abilities and societal needs. In this context, the OBE concept emerged. With its emphasis on practical outcomes and focus on individual student development, it gradually gained widespread application in the field of engineering education [5]. Over time, its influence expanded, gradually permeating other educational fields, including vocational education.

In vocational education, the advantages of the OBE concept have been further highlighted. For English teaching in the Cruise and Art Design professional cluster, it can make teaching more aligned with professional needs. Both the cruise industry and the art design field are highly international, placing high demands on students' English application skills. Through the application of the OBE concept, teachers can determine specific learning outcomes based on the actual requirements of professional positions, and subsequently design teaching content and evaluation methods [6].

With the development of global economic integration and the advancement of educational internationalization, the OBE concept is expected to see broader application and deeper development in future education. Its application in English teaching evaluation for this professional cluster will also be continuously improved and optimized to better promote students' holistic development, enhance teaching quality, and cultivate high-quality talents that meet industry demands.

## 2.2 Current State of English Teaching in the Cruise and Art Design Professional Cluster

English teaching for the Cruise and Art Design professional cluster in higher vocational education has its own characteristics and current situation. Understanding these circumstances is crucial for constructing an implementation plan for teaching evaluation based on the OBE concept.

From the perspective of teaching content, the current English teaching content in higher vocational education somewhat lacks deep integration with the cruise and art design specialties. Traditional English textbook content often focuses

on general English knowledge, such as basic grammar and everyday conversation, with limited coverage of professional English specific to cruise service scenarios, like expressions used in cruise tourism, cabin service, food and beverage service, etc [7]. In the art design specialty, content such as professional vocabulary in the art design field and the English expression of design concepts is not fully represented. This makes it difficult for students to apply the knowledge they learn to their professional practice, leading to a disconnect between English learning and professional needs.

In terms of teaching methods, some teachers still adopt the traditional teacher-centered teaching model, where the teacher primarily lectures, and students passively receive knowledge. This teaching method lacks interactivity and practicality, making it difficult to stimulate students' learning interest and initiative. In the classroom, students often merely take notes mechanically, lacking opportunities for oral expression and practical use of English. However, students in the Cruise and Art Design professional cluster require strong English communication skills and practical application abilities, which traditional teaching methods clearly cannot satisfy [8].

Faculty development is also a key issue. Currently, some higher vocational English teachers lack relevant knowledge and practical experience in the cruise and art design specialties. During the teaching process, they find it difficult to organically combine professional knowledge with English teaching, unable to provide students with professional English guidance [9]. Simultaneously, teachers' understanding and application of the OBE concept are also insufficient, lacking experience in learning outcome-oriented teaching evaluation, which to some extent affects teaching quality and the effectiveness of teaching evaluation.

Regarding students, higher vocational students generally have a relatively weak foundation in English, with relatively low learning motivation and self-discipline. Within the Cruise and Art Design professional cluster, some students do not attach enough importance to English learning, believing that English is not closely related to their major. Furthermore, students often lack effective learning methods and habits, and have insufficient self-directed learning ability in English, making it difficult to meet the requirements of professional English learning.

From the perspective of teaching evaluation, the existing evaluation methods primarily rely on final exam scores. The evaluation indicators are singular, lacking a comprehensive assessment of the student learning process. This evaluation method cannot accurately reflect students' comprehensive English ability and professional English application skills, nor is it conducive to motivating students or improving teaching quality.

In summary, the current state of English teaching for the Cruise and Art Design professional cluster in higher vocational education faces numerous problems. There is a need to introduce the OBE concept and construct a scientific and reasonable implementation plan for teaching evaluation to improve teaching quality and cultivate high-quality talents that meet professional demands.

### 3. Design of the Teaching Evaluation Implementation Plan Based on the OBE Concept

#### 3.1 Setting Evaluation Objectives and Principles

In English teaching for the Cruise and Art Design professional cluster in higher vocational education, designing an implementation plan for teaching evaluation based on the OBE concept requires setting evaluation objectives and principles as the crucial initial step. This provides direction and lays the foundation for subsequent teaching evaluation work.

The setting of evaluation objectives must closely align with the OBE concept, guided by student learning outcomes. Firstly, it aims to enhance students' comprehensive English application ability. For cruise specialty students, this means possessing the ability to communicate fluently in English within cruise work scenarios, including interacting with passengers and handling emergencies. For art design students, it involves being able to introduce artistic works in English and participate in international art exchange activities [10]. Through teaching evaluation, students are encouraged to develop comprehensively in listening, speaking, reading, writing, and translating to adapt to the needs of future professional positions.

Secondly, it aims to cultivate students' cross-cultural communication skills. Both the cruise industry and the art design field are highly international; students need to understand the cultural customs and values of different countries. Teaching evaluation should focus on students' performance in cross-cultural communication, such as whether they can understand and respect communication styles from different cultural backgrounds and accurately convey information in cross-cultural situations.

Furthermore, it seeks to stimulate students' autonomous learning ability. The OBE concept emphasizes the student's primary role; teaching evaluation should encourage students to actively explore knowledge and cultivate their independent thinking and problem-solving abilities. By setting reasonable evaluation objectives, students are guided to formulate learning plans and self-assess their learning effectiveness, thereby enhancing the enthusiasm and initiative for autonomous learning.

Regarding the setting of evaluation principles, the principle of scientificity must be followed. Evaluation indicators and methods should be based on scientific educational theory and practical experience, ensuring that evaluation results can accurately reflect student learning outcomes. Simultaneously, diversified evaluation methods should be adopted, comprehensively considering aspects such as classroom performance, homework completion, exam results, and project practice to avoid the limitations of a single evaluation method.

The principle of fairness must also be followed. The evaluation process should be fair, just, and transparent, ensuring that every student receives an objective evaluation. Evaluation criteria should be clear and unified, avoiding

interference from subjective factors. Additionally, emphasis should be placed on combining process evaluation with summative evaluation. Not only should final academic results be considered, but also students' progress and development during the learning process should be valued, providing timely feedback and guidance to help students continuously improve their learning methods and outcomes.

The setting of objectives and principles for OBE-based English teaching evaluation for the Cruise and Art Design professional cluster is a systematic and rigorous process. It will provide strong guarantees for the effective implementation of teaching evaluation and the enhancement of teaching quality.

#### 3.2 Construction of the Evaluation Indicator System

In the OBE-based English teaching evaluation for the Cruise and Art Design professional cluster in higher vocational education, constructing a scientific and reasonable evaluation indicator system is crucial. It is a key link ensuring the effective implementation of teaching evaluation. By building a comprehensive and systematic evaluation indicator system, students' English learning outcomes and teachers' teaching quality can be accurately measured, providing a strong basis for teaching improvement and student development [11].

The construction of the evaluation indicator system should closely revolve around the OBE concept, i.e., the outcome-based education philosophy. This philosophy emphasizes focusing on student learning outcomes, concerned with the knowledge, skills, and abilities students acquire during the learning process. Therefore, the evaluation indicator system should cover multiple dimensions such as knowledge, skills, and abilities.

In the knowledge dimension, evaluation indicators can include the mastery level of basic English knowledge like vocabulary, grammar, and pronunciation. For instance, vocabulary tests and grammar fill-in-the-blanks can be used to assess students' grasp of basic English knowledge. Simultaneously, attention should be paid to students' understanding of English knowledge related to the cruise and art design specialties, such as professional vocabulary and expressions in fields like cruise tourism and art design [12].

In the skill dimension, evaluation indicators should include the development level of English skills like listening, speaking, reading, writing, and translating. Comprehensive assessment of students' English skills can be conducted through listening comprehension tests, oral expression assessments, reading comprehension tests, writing exercises, and translation practice. Furthermore, emphasis should be placed on students' ability to use English for communication and interaction in practical situations, such as English application ability in cruise service scenarios or art design project presentations.

In the ability dimension, evaluation indicators should focus on students' comprehensive abilities and professional competence. For example, critical thinking ability, teamwork ability, and problem-solving ability. These abilities can be cultivated and assessed through group projects, case studies,

role-playing activities, etc. Concurrently, students' professional competence, such as sense of responsibility, professionalism, and service awareness, should also be emphasized.

To ensure the scientificity and reasonableness of the evaluation indicator system, the following factors should also be considered. First, evaluation indicators should be operable, meaning they can be measured and assessed through specific evaluation methods and tools. Second, evaluation indicators should be targeted, accurately reflecting the characteristics and requirements of English teaching for this specific professional cluster. Third, evaluation indicators should be dynamic, allowing for timely adjustment and improvement based on changes in teaching objectives and student needs.

Additionally, the construction of the evaluation indicator system should fully solicit opinions and suggestions from teachers, students, and industry experts. Teachers are the implementers of teaching and have an in-depth understanding of the teaching content and students' learning situations; students are the main body of learning, and their feedback can reflect the practical effectiveness of the evaluation indicator system; industry experts can provide valuable opinions and suggestions from the perspective of professional requirements.

In summary, constructing an evaluation indicator system for OBE-based English teaching evaluation for the Cruise and Art Design professional cluster is a systematic project requiring comprehensive consideration of multiple factors. By constructing a scientific and reasonable evaluation indicator system, the improvement of teaching quality and the holistic development of students can be promoted, providing a strong guarantee for cultivating high-quality English talents suited to the needs of the cruise and art design industries.

## **4. Implementation and Supportive Measures of the Plan**

### **4.1 Teaching Evaluation Implementation Process**

The effective implementation of the OBE-based teaching evaluation plan for English teaching in the Cruise and Art Design professional cluster in higher vocational education relies on a scientific and reasonable implementation process. A clear and defined process ensures the orderly conduct of evaluation work, accurately reflects teaching effectiveness, and provides a solid basis for teaching improvement.

The first step in the teaching evaluation implementation process is the preparation phase. In this phase, a professional evaluation team needs to be formed. Team members should include English teachers, teachers from the cruise and art design specialties, and educational evaluation experts to ensure the professionalism and comprehensiveness of the evaluation. Simultaneously, relevant materials such as teaching syllabi, student assignments, exam scores, and classroom performance records need to be collected and organized to provide data support for subsequent evaluation. Furthermore, a detailed evaluation plan needs to be formulated, clarifying the timeline, methods, and scope of the evaluation.

The second step is implementing the evaluation. Evaluation methods should be diversified, including both formative and summative evaluation. Formative evaluation runs throughout the entire teaching process and can be conducted through classroom questioning, group discussions, homework completion status, etc., to promptly understand students' learning progress and existing problems. For example, in English classes, teachers can observe students' oral expression skills, teamwork abilities, etc., and provide timely feedback. Summative evaluation is conducted at the end of the semester, primarily through exams, project assignments, etc., to comprehensively assess students' learning outcomes. During the evaluation process, operations must strictly adhere to the evaluation indicator system to ensure objectivity and fairness.

The third step is data analysis and feedback. The collected evaluation data is analyzed in depth using statistical methods and educational evaluation theory to uncover the information behind the data. For instance, analyzing students' mastery of different knowledge points to identify weak links in teaching. Then, the evaluation results are promptly fed back to teachers and students. For teachers, feedback results help them understand teaching effectiveness, identify shortcomings in their own teaching, and thus adjust teaching strategies and methods. For students, feedback results allow them to clarify their learning strengths and weaknesses and formulate reasonable learning plans.

The fourth step is the application of evaluation results. Based on the evaluation results, targeted improvements are made to teaching. If significant problems are found in students' English listening skills, teachers can increase the course content and time allocated to listening training. Meanwhile, evaluation results can also serve as an important basis for assessing student academic performance, scholarship selection, etc. Additionally, evaluation results can be used for teaching quality monitoring and improvement within the professional cluster, providing decision-making support for professional development.

Finally, the entire teaching evaluation implementation process should be summarized and reflected upon. Analyze the problems and deficiencies in the process, propose improvement measures, and provide experience reference for the next round of teaching evaluation. By continuously optimizing the teaching evaluation implementation process, the quality and effectiveness of teaching evaluation can be improved, promoting the enhancement of English teaching standards for the Cruise and Art Design professional cluster in higher vocational education.

### **4.2 Supportive Measures and Resource Support**

To ensure the smooth implementation of the OBE-based teaching evaluation plan for English teaching in the Cruise and Art Design professional cluster, a series of supportive measures and resource support are necessary. These supportive measures and resources will provide a solid foundation for the effective execution of teaching evaluation, promoting the improvement of teaching quality and the development of students' English abilities.

Regarding supportive measures, firstly, a sound organizational management mechanism must be established. The school should set up a dedicated teaching evaluation leadership group, composed of heads of teaching management departments, representative professional teachers, etc [13]. This group is responsible for overall planning of the teaching evaluation work, coordinating relationships between various departments, and ensuring the smooth progress of the evaluation work. Simultaneously, detailed workflows and responsibility divisions should be formulated, clarifying the tasks and responsibilities of each member to improve work efficiency and quality.

Secondly, strengthening teacher training is key. Teachers are the implementers of teaching evaluation, and their professional competence and ability directly affect the evaluation's effectiveness. The school should regularly organize teachers to participate in training and learning activities related to the OBE concept, enabling them to deeply understand its connotation and requirements, and master OBE-based teaching evaluation methods and techniques. Furthermore, industry experts and scholars can be invited to give lectures, sharing the latest teaching evaluation concepts and practical experiences to broaden teachers' horizons.

Moreover, establishing an effective supervision and feedback mechanism is essential. During the teaching evaluation process, the evaluation work must be supervised throughout to ensure its fairness and objectivity. Concurrently, feedback from teachers and students should be collected promptly to adjust and improve the evaluation plan. Through supervision and feedback, the teaching evaluation work can be continuously optimized, and teaching quality enhanced.

In terms of resource support, the school must increase financial investment. On one hand, necessary funding support should be provided for the teaching evaluation work, used to purchase required equipment and software, such as online evaluation systems, English testing software, etc. On the other hand, a special reward fund should be established to recognize and reward teachers and students who perform excellently in teaching evaluation, stimulating their enthusiasm and creativity.

Furthermore, abundant teaching resources are also crucial support. The school should establish a comprehensive English teaching resource repository, including textbooks, courseware, teaching videos, online courses, etc. These resources should be closely integrated with the characteristics and needs of the Cruise and Art Design professional cluster, providing rich materials for teachers' instruction and students' learning. Meanwhile, teachers should be encouraged to develop and utilize school-based teaching materials and resources to enhance the relevance and practicality of teaching.

Finally, cooperation with industry enterprises should be strengthened. Industry enterprises represent the future employment direction for students, and they have more direct demands regarding students' English abilities and professional competence. The school should establish close cooperative relationships with relevant industry enterprises, inviting them to participate in teaching evaluation work, providing internship and training bases, and employment

opportunities. This makes the teaching evaluation more aligned with actual needs and cultivates high-quality English talents that meet the requirements of industry enterprises. Through the aforementioned supportive measures and resource support, strong guarantees can be provided for the implementation of the OBE-based teaching evaluation plan for this professional cluster, driving the continuous improvement of teaching quality.

## 5. Conclusion

Constructing an implementation plan for English teaching evaluation based on the OBE concept for the Cruise and Art Design professional cluster in higher vocational education is an important initiative that aligns with the development trends of vocational education and enhances teaching quality and students' professional abilities. Through the preceding analysis of the OBE concept's connotation and development, the current state of English teaching in this professional cluster, and the discussion on the design, implementation, and supportive measures of the plan, we have gained a relatively comprehensive understanding of this teaching evaluation system.

From the perspective of setting evaluation objectives and principles, clearly orienting towards student learning outcomes and following principles such as scientificity, comprehensiveness, and operability has provided direction for teaching evaluation [14]. The construction of the evaluation indicator system, covering multiple dimensions such as knowledge, skills, and qualities, comprehensively and meticulously considers students' performance in English learning. Regarding the teaching evaluation implementation process, strictly adhering to the established steps ensures the fairness, impartiality, and effectiveness of the evaluation. Simultaneously, the implementation of supportive measures and resource support provides a solid backing for the smooth execution of teaching evaluation.

By implementing this OBE-based teaching evaluation plan, the improvement of teachers' teaching methods and the enhancement of teaching quality can be effectively promoted. Teachers can adjust their teaching strategies based on evaluation results to better meet students' learning needs. For students, clear learning objectives and a comprehensive evaluation system help stimulate their learning motivation, improve their comprehensive English application ability, and lay a solid language foundation for their future work in cruise and art design-related fields.

However, during the practice process, we also need to recognize potential challenges. For example, quantifying and refining evaluation indicators may present certain difficulties, requiring continuous optimization and adjustment. Simultaneously, the implementation of teaching evaluation requires teachers to invest more time and effort; how to balance the relationship between teaching and evaluation is also an issue that needs further exploration.

Looking ahead, we should continue to pay attention to the application of the OBE concept in English teaching evaluation for this professional cluster, constantly improving the teaching evaluation implementation plan. Cooperation with

the industry should be strengthened, dynamically adjusting evaluation indicators based on industry needs to make teaching evaluation more aligned with actual work scenarios. Furthermore, modern information technology can be leveraged to improve the efficiency and accuracy of teaching evaluation. Through continuous exploration and practice, contributions can be made to cultivating more high-quality English talents adapted to the development of the cruise and art design industries.

## Acknowledgments

This research is a phased achievement of Jiangsu Maritime Institute Teaching Reform Project “Research and Practice on English Teaching Evaluation of Cruise and Art Design Majors in Higher Vocational Colleges Based on the OBE (2024)”. We extend our gratitude to the project team members and all participating students for their support and contributions.

## References

- [1] Xiong, Y. Z., & Yang, X. Q. (2024). Reform and Practice of Process Evaluation in Blended Courses for Art Design Majors Based on the OBE Concept. *Art Education Research*, (21), 160-165.
- [2] Zou, N. N. (2024). Research on the Construction of an Evaluation Indicator System for Core Courses in Art Design Majors at Application-Oriented Private Universities Based on the OBE Concept.
- [3] Zhai, G. (2023). Construction of a Classroom Evaluation Model for Elevator Maintenance Majors Based on the “OBE+CIPP” Concept. *Wan Xiang*, (35), 113-115.
- [4] Chen, T. (2024). Research on the Construction of an Educational Practice Evaluation Indicator System for Physical Education Majors Based on the OBE Concept.
- [5] Zhang, J., Bian, H., Chen, W. D., et al. (2024). Research on the Construction of Integrated Innovation and Specialty Courses for Navigation Majors in Higher Vocational Education Based on the OBE Concept. *Pearl River Water Transport*, (9), 137-139.
- [6] Zhang, J. (2024). Research on the Teaching Evaluation System for Badminton Courses in Physical Education Majors at Undergraduate Universities in Guiyang Based on the OBE Concept.
- [7] Zhou, S. B. E. (2023). Exploration and Practice of “Work-Based” Teaching Reform for Applied Spanish Majors in Higher Vocational Education Based on the OBE Concept—Taking Nanjing Institute of Tourism and Hospitality as an Example. *Chang Tan*, (21), 196-198.
- [8] Zhang, H. D. (2023). Research on the Application of Blended Teaching Based on the OBE Concept in Secondary Vocational E-commerce Major Teaching — Taking “Marketing” as an Example [Master’s thesis, Hubei University of Technology].
- [9] Shen, M. Y. (2024). Exploration on the Construction of an Evaluation Indicator System for Professional Clusters in Higher Vocational Colleges Based on Industry - Education Integration. *Theoretical Research and Practice of Innovation and Entrepreneurship*, 7(13), 91-93,107.
- [10] Liu, J. F. (2023). Research on the Construction of a Training Evaluation System for Campus Football Coaches in Shandong Province Based on the OBE Concept.
- [11] Zou, X. Y., & Zha, A. P. (2024). Construction and Practice of a Classroom Teaching Evaluation System in Higher Vocational Colleges Based on CIPP-AHP Analysis under the OBE Concept. *The Guide of Science & Education (Electronic Edition)*, (36), 202-205.
- [12] Ying, L. P. (2024). Research on the Effect of Integrating Ideological and Political Education into the Talent Cultivation of Smart Health and Elderly Care Service and Management Majors Based on the “OBE Concept”.
- [13] Zhou, J. (2025). Exploration on the Construction of a Practical Teaching Evaluation System for Preschool Education Majors in Universities Based on the OBE Educational Concept. *Forestry Area Teaching*, (1), 39-44.
- [14] Zhu, L. P. (2021). Talent Cultivation Model for Preschool Education Majors in Higher Vocational Education through School-Community Co-education Based on the OBE Concept. *Journal of Xiangyang Vocational and Technical College*, 20(2), 25-28.