

# Research on the Teaching Reform of Higher Education Curriculum Based on OBE Concept

Canhui Liu

Changsha Normal University, Changsha 410100, China.

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**Abstract:** University majors are the core sub majors of education majors, and the OBE concept is a modern educational concept based on learning outcomes. Apply the OBE concept to undergraduate courses to cultivate students' professional practical abilities and scientific research innovation qualities. This article is based on the educational concept of OBE and attempts to examine and reform university curriculum teaching, mainly starting from four aspects: curriculum content, teaching methods, curriculum assessment and evaluation methods, and teacher quality.

**Keywords:** OBE Concept; Higher Education Curriculum; Teaching Reform

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## Introduction

The development of higher education is rapid. In 2015, Professor Pan Maoyuan from Xiamen University conducted several important discussions on higher education research. He believes that undergraduate research does not start from macro theory or macro policy research, but rather from micro research. Therefore, implementing microlearning design in university curriculum construction is particularly important [2]. Scholar Wu Daguang believes that current scholars pay more attention to the general macro understanding of the undergraduate field, while paying less attention to micro practical problems, and should conduct more micro research [5]. China attaches greater importance to the development of graduate courses, and the Ministry of Education has issued multiple policy documents highlighting the status of graduate courses. The Ministry of Education of the People's Republic of China has issued "Several Opinions on Improving and Strengthening the Implementation of Graduate Curriculum" and "Several Opinions on Promoting the Reform and Development of Graduate Education in the New Era", emphasizing the importance of classroom teaching and actively promoting the implementation of the teaching model to improve teaching quality.

## 1. OBE Education Concept and Higher Education Curriculum

### 1.1 OBE Education Philosophy

The concept of Outcomes-based Education is student-centered, with the goal of achieving ultimate goals and cultivating innovative and practical abilities. Since the concept of education was proposed in 1981, it has quickly attracted widespread discussion and high attention in the education industry. It has been valued and widely applied, gradually forming a relatively complete theoretical system. The educational philosophy of OBE emphasizes student-centered approach, emphasizes the cultivation of the quality and abilities of faculty, and aims to enhance students' ability to apply their knowledge and skills to solve practical problems, in order to promote educational reform and development. Teaching methods and content arrangement. The ability to solve practical problems. Under the OBE concept, schools and teachers should focus on students' learning needs and combine diverse and flexible personalized learning methods to help students achieve their own goals.

### 1.2 Higher Education Curriculum

The study of higher education courses can enable students to master the basic knowledge of higher education, understand the basic theories and hotspots of higher education. Enable students to identify the problems in higher education in China, apply basic

theories, and analyze and solve them. There is a lot of content in our textbook on this aspect.

## **2. The problems in subject teaching in universities under the OBE concept**

### **2.1 The course content is relatively traditional**

College courses are not outstanding in progressiveness, cross cutting and timeliness. The survey found that among graduate students pursuing undergraduate studies, some students believe that the course content cannot keep up with the changes in form, and the teaching content also needs improvement. It can be seen that the content of university courses is backward, the design of subject content is not perfect enough, and the teaching elements of the courses are not diverse enough.

### **2.2 Relatively few innovations in teaching methods**

Some teaching methods and teachers' teaching methods in the classroom are relatively single and not attractive enough, resulting in insufficient enthusiasm for classroom discussions and inability to stimulate students' learning enthusiasm, causing some students to lose interest in learning. One is that the school's teaching resources are incomplete, teaching aids and methods are relatively unified, and the awareness of curriculum innovation is poor. Secondly, some teachers do not have sufficient time for training and learning in their spare time. They still use the previous non innovative teaching mode. Some teachers lack communication with students, interaction, and discussion in order to successfully complete the task. Some teachers also have shortcomings in the selection and application of teaching methods. The application of case teaching method in the classroom is relatively limited, which may lead to students losing interest in learning and greatly reducing learning efficiency.

### **2.3 Evaluation methods for individual courses**

In the conservative teaching model, teachers only evaluate students based on daily grades (such as attendance rate, classroom teaching characteristics, homework completion, etc.) and final exam results to measure learning effectiveness. In this evaluation model, teachers are the only evaluators. Closed end exams cannot truly reflect the learning process of each student, and the evaluation of students' learning outcomes is not objective and persuasive enough.

### **2.4 Insufficient emphasis on courses**

In daily work, some teachers do not spend too much time teaching courses. In the teaching process, some teachers are responsible for scientific research and development, administrative management, various academic conferences, and other aspects, which has consumed most of the teachers' time and energy. Although they have a good understanding of the knowledge structure and development knowledge of university courses, due to limited time and numerous tasks, the teaching content lacks innovation, the course features are not prominent, and the teaching effect is not ideal.

## **3. Teaching Reform Based on OBE Concept**

### **3.1 Curriculum content reform, adding ideological and political elements**

The educational philosophy of OBE focuses on inspiring students' interests, expanding their horizons, and improving their basic literacy and independence. Teachers should comprehensively and scientifically design course content, guide and assist students based on their individual characteristics, and enhance their independent awareness. By combining with the situation of educational development, incorporating ideological and political elements, and exploring successful cases of reform, the classroom teaching content is made more rich and interesting, and the teaching level and students' ideological and political qualities are improved. At the same time, the purpose of political cultivation is to impart knowledge to students in university courses. By reforming teaching, we can stimulate the patriotism of primary and secondary school students and assist them in establishing a correct worldview.

### **3.2 Innovative teaching methods to improve teaching effectiveness**

One of the most important factors in teaching quality is teaching methods, which have a significant impact on the level of teaching. In university curriculum teaching, teachers should promote the OBE education concept of "student-centered and goal oriented", fully leveraging the role of students in teaching. By building a knowledge system, students' learning outcomes, knowledge, and skills will be significantly improved. In teaching, it is necessary to combine the advantages of traditional teaching methods with various new teaching methods, actively promote cooperative learning and autonomous learning, and fully utilize information

technology teaching resources and methods such as case studies and autonomous research to improve learning effectiveness. Guidance on scenario simulation methods and exercises guides students to actively participate in learning. In teaching, diverse teaching methods should be adopted based on the curriculum and the actual situation of students to stimulate their enthusiasm for learning, and information technology should be fully utilized to improve teaching effectiveness and increase students' subjective initiative. As a guide for students' learning, teachers should have a deep understanding of the importance of education itself, content, and teaching methods, so as to effectively improve students' thinking space abilities.

### **3.3 Combining multiple assessment methods**

Course evaluation plays a significant role in teaching, and feedback on teaching effectiveness, improvement of teaching methods, and achievement of teaching objectives are all influenced by course evaluation. Under the OBE concept, the assessment and evaluation methods should be more combined with multiple assessment methods. We need to integrate the characteristics of curriculum design, actively adjust the evaluation content of the curriculum, incorporate curriculum evaluations such as basic education knowledge, scientific research and innovation ability, and professional quality into the evaluation system, analyze the implementation situation, and support continuous improvement of curriculum teaching. Firstly, the evaluation of students' comprehensive qualities should be given an important position. Comprehensive evaluation and quality assessment should be conducted through classroom tests, written exams, group assignments, and other methods to evaluate students' learning outcomes from multiple dimensions. This diversified assessment method can combine students' overall learning situation with their personal development status, analyze their learning status from multiple aspects, and enable them to develop comprehensively. The second is to focus on the evaluation of the learning process. Value students' ability to solve practical problems and objectively and fairly evaluate their progress in the development process. For example, teachers can guide students to form research groups, conduct academic exchanges and seminars, provide opportunities for students to participate in scientific research projects, and use various forms of team collaboration such as project presentations, project summaries, and articles to publish. Based on process evaluation, a thorough understanding of students' learning situation can effectively improve teachers' teaching level. Then, combined with the ideological and political assessment content, guided by the OBE concept, the ideological and political quality will be included in the evaluation system, so that the fundamental task of "cultivating morality and cultivating talents" can be effectively implemented.

#### **Epilogue**

In summary, it is found that the OBE concept emphasizes the cultivation of students' comprehensive and professional qualities. Reforms based on this concept in teaching greatly improve students' social practice abilities and effectively integrate them with the development needs of society. Higher education is a highly comprehensive and applied discipline. Adopting the OBE education concept can effectively improve the curriculum structure, enhance teaching quality, and better cultivate students' innovative and practical abilities.

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