

Construction and Implementation of Course Teaching Quality Evaluation Mechanism Based on OBE Concept

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Abstract: Based on the OBE teaching concept, student-centered and result-oriented, the course of "Management" is reformed in teaching, and the teaching activities are redesigned. Following the principles of reverse design and positive implementation, combined with online teaching methods and methods such as MOOCs, SPOCs, and micro-courses, as well as experiential teaching. It mainly includes course goal reconstruction, course content design, course evaluation system and course evaluation incentive mechanism 's build. It aims to improve students' practical ability and ensure the teaching quality of management courses through the application of OBE education concept.

Keywords: Course Teaching, Quality Evaluation, OBE Concept

I. INTRODUCTION

As a basic course for economic management majors in colleges and universities, Management Science is closely related to the actual management needs of various organizations. In today's rapid economic development, how to make students not only master the necessary management knowledge, but also have certain management ability within a limited time is the problem faced by the teaching of "Management" course in colleges and universities. The current national higher education reform is constantly innovating with the development and changes of the times. In June 2010, the Central Committee of the Communist Party of China and the State Council issued the "Outline of the National Medium- and Long-Term Talent Development Plan (2010-2020)", which explained the goals and methods of talent training in detail: "Cultivating talents around making good use of live talents", Use scientific development achievements to test the effectiveness of talents' work."

With the profound changes in the main contradictions of our society, the corresponding status of people's subjectivity has become increasingly prominent. The outstanding performance in the field of education is that educated people have a stronger and more diverse need for initiative and subjectivity in the process of education. Awareness of needs and individual development is even more pronounced. Therefore, in the face of such an era background and practical needs, in order to truly keep pace with the times and develop and innovate, the ideological and political courses in colleges and universities must make changes in the teaching mode, adapt to the development of the times and the individual needs of educational objects, and constantly innovate to achieve Keep up with the pace of the times, promote the improvement of individual values and moral standards of college students, and finally achieve free and comprehensive development. Management is a comprehensive discipline developed by absorbing economics, philosophy, sociology, psychology, and

various specialized engineering technology and computer science knowledge. In the teaching process, teachers are required to understand other disciplines as well. relevant expertise.

At the same time, it is also a highly practical subject, which must be specifically analyzed for specific problems. The complexity of management objects and the variability of management environment determine that learners need to master and use management knowledge flexibly. In the teaching process, students are guided into specific practice sessions by selecting classic cases and creating scenarios. In September 2014, Deputy Minister of Education Du Yubo pointed out that since the beginning of the new century, China's higher education reform and development has made great achievements, and it has become an important part of the education system. The world's largest higher education country. In the new development stage, China's higher education will adhere to the connotative development path centered on quality improvement, innovate the talent training mechanism, promote the characteristic development of colleges and universities, and comprehensively improve the quality of higher education. Undergraduate education should maintain a stable scale and focus on cultivating applied and compound talents. It is necessary to cultivate an appropriate amount of basic and academic talents, but more importantly, it is necessary to intensify efforts to cultivate multi-standard and diversified applied and compound talents.

II. THE PROPOSED METHODOLOGY

Outcome Based Education (OBE for short) was founded by American scholar William G. Spady in 1981. Since its establishment, it has attracted attention and research from the educational circles in Europe and the United States and other related fields. It developed rapidly in the late 1980s and early 1990s. OBE first emerged and developed in the United States. The concept defaults and believes that every student has the ability to achieve teaching goals. It regards every student as an individual with unlimited development potential. It is not a visible hands-on skill, but thinking, a comprehensive ability that needs to be reflected in practice and tested when solving problems. Therefore, when designing courses, teachers often use case teaching to guide and inspire students to open their minds and solve problems in cases based on their personal life experiences. This arrangement is a good starting point, but the results are not ideal. Students often feel that the issues mentioned in the case are too far away from themselves and cannot be understood and grasped by themselves. What's more, they think that they will be difficult to engage in the work of managers in the foreseeable five to ten years, do not need to master such difficult functions such as corporate

decision-making, strategic choices, leadership incentives, etc., lack a sense of realistic participation, and thus lose learning and mastery interest in these theories. Through their own efforts, every student can succeed.

Since the American scholar Spidey proposed and founded OBE in 1981, the concept has quickly attracted attention and response in the European and American educational circles and related fields because of its unique characteristics beyond tradition, and a considerable number of scholars have devoted themselves to the study of this concept. The final confirmation of the concept was carried out by the American Association for the Accreditation of Engineering Education (ABET). Since then, the authority and scientific nature of the OBE concept has become increasingly evident and fully recognized and gradually promoted. Since its development, the OBE concept has had a significant impact on the reform of foreign education and teaching. With the gradual deepening of the research on OBE, its profound connotation has been systematically and comprehensively explained, and its application has also continued to increase with the deepening of the research. After the CDIO engineering education reform began, the "CDIO Competency Outline" was formed, which is mainly aimed at For industrial graduates, a four-level decomposition scheme is given for their learning output, and engineering colleges can determine the combination according to their educational needs. In the OBE education model, it is particularly emphasized how to evaluate the learning output, but the evaluation of learning output in Chinese universities has always been neglected.

American colleges and universities generally have different standards when evaluating students' learning output. If the level is used as the evaluation standard, it includes three aspects: classroom level, professional level and school level; if the content is the evaluation standard, it includes direct and indirect two. If the evaluation object is used as the evaluation standard, it includes teachers, students, alumni, employers, management subjects, etc. In response to the above problems, it is necessary for students to master the management thinking and practical problem-solving methods within a limited time. Ability, and ultimately improve the management level, need to carefully design the teaching mode. Combined with years of practical experience in the teaching of "Management" course, through the analysis of the teaching characteristics of "Management" course and the OBE teaching concept, it is found that the teaching activities of this course and the OBE teaching concept are highly appropriate.

Therefore, the research group introduced the OBE teaching concept into the teaching activities of the "Management" course, and reformed and redesigned the course teaching. OBE emphasizes a student-centered teaching philosophy. Student-centeredness as one of the three core components of the OBE concept has very rich connotations. In order to realize the transformation from teacher-centered to student-centered teaching concept in teaching, it is necessary to correctly understand and grasp the concept, principle, implementation strategy and evaluation method of student-centered. Student-centered should go deep into and run through the whole process of education and teaching as a kind of consciousness and concept. The respective meanings and interrelationships of teaching and learning are problems that cannot be avoided and avoided in the process of education and teaching. The answer to this question determines the direction of teaching to a certain extent. Student-centered teaching should gradually make students learn actively, learn by thinking, and learn by experience. Learning by thinking and learning by experience is to integrate theoretical knowledge, think and distinguish, and

truly achieve the combination of learning and thinking, and the unity of knowledge and action. OBE is an educational model that is obviously innovative and systematic. All key instructional and credential components of the education system must simultaneously apply four main principles. Assuming that the OBE's implementation requirements do not include these four principles, then it is impossible to achieve "results-based". Despite this in theory, in practical application, the two key objectives of OBE determined by each school and the application of the four principles are not exactly the same, which also reflects the flexibility of OBE. Free design.

The best application of the current OBE teaching concept is in the field of engineering education. If the two goals and four principles can be more accurately determined, then students will achieve better output, but if the application of the four principles is not accurate, or the application method is not correct. If it is suitable, it will lead to a series of problems. OBE focuses on the following four questions: (1) What learning outcomes do you want students to achieve? (2) Why should students achieve such learning outcomes? (3) How to effectively help students achieve these learning outcomes? (4) How to judge whether students have achieved these learning outcomes? Therefore, the teaching activities under the OBE concept are organized around clear learning outcomes, and students are the main body in teaching, to organize. The result achieved after learning is not the sum of the previous learning results or other, but the final result obtained by the student after completing all the learning processes.

The results should not be fragments and fragments that temporarily stay in the students' minds or consciousness, but the psychological and behavioral processes that the students experience and perceive internalized in their hearts and externalized in their actions. verified and verified. The final learning outcome is both the end point and the starting point of OBE. It is not only a summary and feedback of the learning status of the previous stage, but also a basis and a foreshadowing for learning to further develop higher-level content learning. In this process, first of all, it is necessary to clarify the final results of learning, which is particularly important. The requirements and expectations of relevant personnel in education and teaching should be fully considered, not only to meet the existing teaching objectives, but also to consider elements such as educational objects. The actual situation and needs, to avoid unnecessary conflicts and contradictions in the process of completing the results. Outcome-oriented is actually a strategy and philosophy of reverse engineering forward implementation. The determination of learning outcomes points out the direction for education and teaching, so that teaching can be carried out under clear and clear goals. In addition, the construction of relevant teaching systems and the determination of strategies are based on this direction and basis, so that the goal and operability of teaching can be achieved. enhanced.

SPOC is a small-scale restricted online course. It is aimed at the large-scale and open nature of MOOCs. It mainly solves some individualized problems in MOOC learning. It is a blended learning that combines classroom teaching and online teaching. model. The teacher assigns the video materials contained in the MOOC as homework to the students, and then answers the students' questions in the physical classroom teaching to understand what knowledge the students have absorbed and what has not been absorbed, and work with the students in the class to deal with homework or other tasks. . Teachers are also free to set and control the pace, rhythm and grading system of the course according to their own preferences and student needs.

Students are the main body in the classroom. Teachers mainly teach in groups, give guidance to students on the results of group discussions, and solve problems encountered by students in the process of discussion. Teachers and students complete the teaching process together. The design of OBE course content needs to follow a basic principle, that is, the designed courses have a positive effect on the ability improvement of college students. Before the reform of college education, my country's college entrance examination rate was relatively low, and elite talents were cultivated at that time, while the current college education has become very common, and the cultivation of ordinary talents is mainly. The number of college graduates is increasing year by year, and the competition for employment is fierce. Therefore, colleges and universities are trying to improve the comprehensive ability of college students and improve their employment probability. The OBE education model is to pay more attention to the results achieved by the course teaching. The SWOT analysis method, also known as the situation analysis method, was proposed by a management professor at the University of San Francisco in the 1960s. A method that can more objectively and accurately analyze and study the reality of a unit.

SWOT is an acronym for four words, which represent: strengths, weaknesses, opportunities, and threats. SWOT is a strategic analysis method that draws relevant conclusions through a comprehensive evaluation and analysis of the advantages and disadvantages of the analyzed object, as well as the opportunities and threats it faces. Comprehensive adjustment is made at the technical level, and appropriate methods are used to rationally utilize resources to ensure that through certain adjustment and optimization methods and strategies, the analyzed object can meet the requirements through the implementation of the optimized strategy, and then achieve the established goals to be achieved. This paper integrates case teaching and experiential teaching into MOOCs, SPOCs, and micro-courses to construct a blended teaching model system. First, let students learn online through MOOCs and SPOC, and have a certain grasp and understanding of basic knowledge; then teachers will explain key and difficult points through micro-lectures; Scenario simulation, realizing on-site interaction, further understanding and testing the knowledge learned, and improving the ability to discover, analyze and solve problems; finally, combined with typical case teaching to inspire and guide students to discuss, clarify doubts and expand the knowledge they have learned. The construction of this blended teaching model can enable students to learn relevant theories and knowledge more actively, and on this basis, more effectively promote teaching interaction, thereby deepening students' understanding of management knowledge and improving students' management practice ability. The incentive mechanism of course evaluation can greatly affect students' interest and participation in learning. At present, due to the severe employment situation, many students are pessimistic about their expected employment prospects, less motivated to study, and less confident in their own academic achievements. This requires teachers to build a positive evaluation and incentive mechanism to make students feel motivated by evaluating students. At the same time, it is necessary to guide students to understand the purpose of evaluation. It is not to grade students, but to more accurately discover the shortcomings of students and help them deal with them, so that students can always maintain an active and positive learning attitude.

CONCLUSION

Based on the OBE teaching concept, focusing on the final learning outcomes of students, the teaching reform of the "Management" course is carried out by means of reverse design and positive implementation. With the help of various teaching methods such as MOOC, SPOC, micro-course, experiential teaching, case teaching, etc., students' enthusiasm for learning is stimulated, students are guided to master theoretical knowledge independently, and management ability is improved in practice. This kind of hybrid teaching mode that combines online and offline, theory and practice, realizes more students' sense of participation and experience, better learning outcomes, and is more conducive to cultivating management talents needed by the times.

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