HUMANITIES EDUCATION REFORM EXPLORATION AND PRACTICE UNDER OUTCOMES-BASED EDUCATION (OBE)

P. Yang

Shenyang Institute of Technology, Shenyang, Liaoning, China.
E-mail: 604250581@qq.com

Abstract. *Introduction.* The concept of outcomes-based education (OBE) was first put forward in 1981 by the educator W. Spady, and has been widely valued and applied in a rapid speed. During the next 10 years, OBE has formed a relatively complete theoretical system and became the mainstream ideas of national education reform in the United States, Britain, Canada and other counties. At present, the technology and tools of OBE, despite the criticism, remain relevant for the development and optimisation of the humanities education system.

The *aim* of the present research is to study and analyse the theory of OBE and the practice on the application of pedagogical principles for modernisation of the humanities education in China.

Results and scientific novelty. Chinese education certification system has made notable progress in recent years. More universities and colleges are pursuing a quality improvement strategy focused on three main components – learning outcomes, student personality and continuous improvement. OBE establishes the same priorities; OBE is considered as a special type of effective pedagogical design. The features of this model implementation are briefly described – the structure of the training process, its stages and characteristics. The opportunities for improving humanities education based on OBE framework were considered. The OBE operates within the framework of the following core issues: the things students learn and the extent of student success, not the manner of learning; the place, the time of learning and the duration of training.

OBE process implies ultimate involvement of students' individual cognitive abilities to master competencies, which help adapt to future life. The knowledge of actual material (content of the programme) is not the key element of the education process, but the skills of knowledge application are important when solving specific tasks. The curricula, educational process, its methods, tools are adjusted, rebuilt and replaced if they do not contribute to the development of such skills, e. g. the results of the training determine its system and act not as a goal, but as a me-

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

78

ans of achieving it. The structure of results manages all educational activities, and their evaluation is carried out according to clear initially defined criteria, combined with flexible personalised requirements in order to get students to fully self-realise personal potential during a training course. To improve the initial design of curriculum, it is necessary to provide constant feedback "student-teacher". The teacher has to organise and focus the learning process to give each student confidence in the acquired experience and to guarantee his or her success in further professional activities and life in general.

Practical significance. The OBE concept fully complies with the needs and demands of modern society and modern people – it is no coincidence that such training has become one of the most popular forms of education in many countries, including the field of the humanities education in China. The present research leads to the conclusion that in the humanities field, notably in the teaching of foreign languages, a significant improvement in the quality of training of students can be achieved through the use of OBE teaching tools. In this model of training, practice is more important than theory. Moreover, this model assumes understanding to be more valuable than memory; the traditional "cramming" of educational information by students can be completely excluded; also, such model provides an opportunity to establish a continuous productive dialogue between the participants of educational process and to transform a classroom into a laboratory. The student becomes an active, self-motivated and responsible actor of his or her own individual educational trajectory, not a passive consumer of information, and the teacher – active assistant and coordinator of education.

Keywords: humanities education, reform, exploration, practice, outcomes-based education (OBE).

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

79

ИЗУЧЕНИЕ РЕФОРМЫ ГУМАНИТАРНОГО ОБРАЗОВАНИЯ С ТОЧКИ ЗРЕНИЯ ПРИНЦИПОВ ОБРАЗОВАНИЯ, ОРИЕНТИРОВАННОГО НА РЕЗУЛЬТАТ

П. Ян

Шэньянский технологический университет, Шэньян, провинция Ляонин, КНР.
E-mail: 604250581@qq.com

Аннотация. *Введение.* Концепция образования, ориентированного на результат (ООР), впервые предложенная педагогом У. Спейди в 1981 г., быстро снискала известность и популярность. В течение последующих 10 лет сформировались и были обоснованы методология и методика такого обучения, ставшего мейнстримом идей национальных образовательных реформ в США, Великобритании, Канаде и других странах. В настоящий момент технология и инструментарий ООР, несмотря на имеющуюся критику, сохраняют свою актуальность для развития и оптимизации системы гуманитарного образования.

Цель предпринятого автором статьи исследования состояла в анализе и обобщении теории ООР и практики применения его педагогических принципов для модернизации гуманитарного образования в Китае.

Результаты и научная новизна. В последние годы китайская система сертификации образования добилась заметного прогресса. Все больше университетов и колледжей в своей деятельности придерживаются стратегии повышения качества, включающей три основные составляющие – результаты обучения, личность студента и постоянное совершенствование. Те же приоритеты составляют сущность ООР, которое можно обозначить как особый тип эффективного педагогического проектирования. Кратко описаны особенности реализации данной модели обучения – структура учебного процесса, его этапы и характеристики. Рассмотрены возможности совершенствования гуманитарного образования с опорой на положения ООР, в котором ключевыми вопросами являются, чему именно и насколько успешно учатся студенты, а не каким образом, когда, где и в течение какого времени они обучаются.

Образовательный процесс, ориентированный на результат, подразумевает максимальное задействование индивидуальных когнитивных способностей учащихся для освоения ими компетенций, помогающих адаптироваться к будущей жизни. На первый план выходят не знания фактического материала (содержание осваиваемой программы), а умения и навыки их применения при решении конкретных задач. Учебные планы, образовательный процесс, его методы, инструменты корректируются, перестраиваются, заменяются, если они не способствуют развитию таких навыков и умений. То есть результа-

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

80

ты обучения определяют его систему и выступают в таком случае не целью, а средством ее достижения. Структура результатов управляет всей образовательной деятельностью, причем их оценка осуществляется по четким изначально заданным критериям в сочетании с гибкими персонализированными требованиями, чтобы заставить студента полностью самореализовать личный потенциал в ходе освоения курса. Для этого, равно как и для улучшения исходного дизайна учебной программы, необходима оперативная постоянная обратная связь учащегося с преподавателем, который должен организовывать и фокусировать учебный процесс таким образом, чтобы каждый студент был уверен, что приобретаемый им опыт может гарантировать ему успех в дальнейшей профессиональной деятельности и жизни в целом.

Практическая значимость. Концепт ООР полностью соответствует нуждам и запросам современного общества и современного человека – не случайно подобное обучение стало одним из наиболее популярных во многих странах, в том числе в области гуманитарного образования Китая. Проведенное исследование позволяет сделать вывод о том, что и в гуманитарной сфере, например при преподавании иностранных языков, с помощью использования педагогического арсенала ООР можно добиться значительного улучшения качества подготовки студентов. Модель обучения, при которой практика важнее теории и понимание ценнее запоминания, полностью исключает традиционную бессмысленную «зубрежку» студентами учебной информации, дает возможность наладить непрерывный продуктивный диалог участников образовательного процесса, превращает классную комнату в лабораторию. Студент становится деятельным, инициативным, ответственным субъектом реализации своей индивидуальной образовательной траектории, а не пассивным потребителем информации, а преподаватель – его активным помощником и координатором обучения.

Ключевые слова: гуманитарное образование; реформа; исследование; опыт; образование, ориентированное на результат.

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

81

I. Introduction: Frame of Outcomes-Based Education (OBE)

1. *What is Outcomes-Based Education.*

OBE refers to the goal of teaching design and teaching implementation is the final learning results achieved by students through the educational process. OBE highlights the following four questions:

(1) What are the learning outcomes we want students to achieve?

(2) Why should we allow students to achieve such learning results?

(3) How can we effectively help students achieve these learning outcomes?

(4) How do we know that students have achieved these results? [1]

The result described here is the student's final learning result, which is the maximum ability of the student after a certain stage of learning.

It has six characteristics:

(1) The results are not cumulative or average of previous learning outcomes, but rather the final results that students achieve after completing all the learning processes.

(2) The result is not only the student believes, feels, remembers, knows and understands, or the temporary manifestation of learning, but the process of the student internalising into his or her deep heart.

(3) Outcomes are not only what students know but also the ability to apply to reality, as well as values or other emotional factors that may be involved.

(4) The closer the outcomes are to the "students' real learning experience", the more likely it is to persist, especially through the long-term, extensive practice of students, which is more viable.

(5) Outcomes should be taken into account the important content and skills of life, and be paid attention to its practicality, otherwise it will become forgettable information and one-sided knowledge.

(6) "Final outcomes" is not regardless of the results in the learning process, schools should design the curriculum based on the final achievements according to the reverse design principles, and evaluate the results in stages [2].

The connotation of OBE can be understood more deeply from the following 5 aspects:

(1) OBE emphasises that everyone can succeed. All students can succeed in learning, but not necessarily at the same time or in the same way. Moreover, success is the mother of success, i.e. successful learning promotes more successful learning.

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

82

(2) OBE emphasises personalised ratings. According to each student's individual differences, personalised rating and timely assessment is developed, which make it available for teachers to accurately grasp the student's learning status and corrected the teaching timely.

(3) OBE emphasises refinement. Teaching evaluation should be based on the premise that each student can be familiar with the content, no longer to be distinguished between the high and low. As long as each student is given the right learning opportunities, they can achieve the results of their studies.

(4) OBE emphasises performance responsibility. Schools are more responsible than students for learning outcomes and need to provide more specific evaluation and basis for improvement.

(5) OBE emphasises the ability priority. Education should provide students with the ability to adapt to their future lives. Educational objectives should be included specific core competencies and each core competency should have clear requirements which should have a detailed curriculum response. So, curriculum design model of OBE is shown below [3].

It can be seen that OBE requires schools and teachers to first clear learning outcomes, with the multi-flexible personalised learning requirements, to make students complete the challenge of self-realisation through the learning process [4]. Then the outcomes feedback is helpful to improve the original curriculum design and curriculum teaching.

2. *Characteristics of Outcomes-Based Education.*

OBE can measure what students can do, not what students know, and the former is what the traditional education can not do. For example, a common way for traditional education to measure students is to select the correct answer from several given answers, which often only tests students' memory, but not show what they have learned. That is, it is important to understand rather than remember. The cognitive ability of understanding content is much more important than the memory ability of content.

OBE requires students to expand their approach to content, from the ability to solve questions with fixed answers to the ability to solve open questions [5]. OBE requires students to demonstrate their abilities through challenging tasks, such as making project proposals, completing project planning, conducting case studies, and conducting oral presentations. Such tasks allow students to demonstrate their ability to think, to question, to study, to decide and to present. Therefore, OBE is an environment that puts students in the context of developing their design skills to completing a complete process. OBE focuses on higher-level abilities such as the ability to think creatively,

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

83

the ability to analyse and synthesise information, and the ability to plan and organise, which an be gained by performing some more complex tasks as a team.
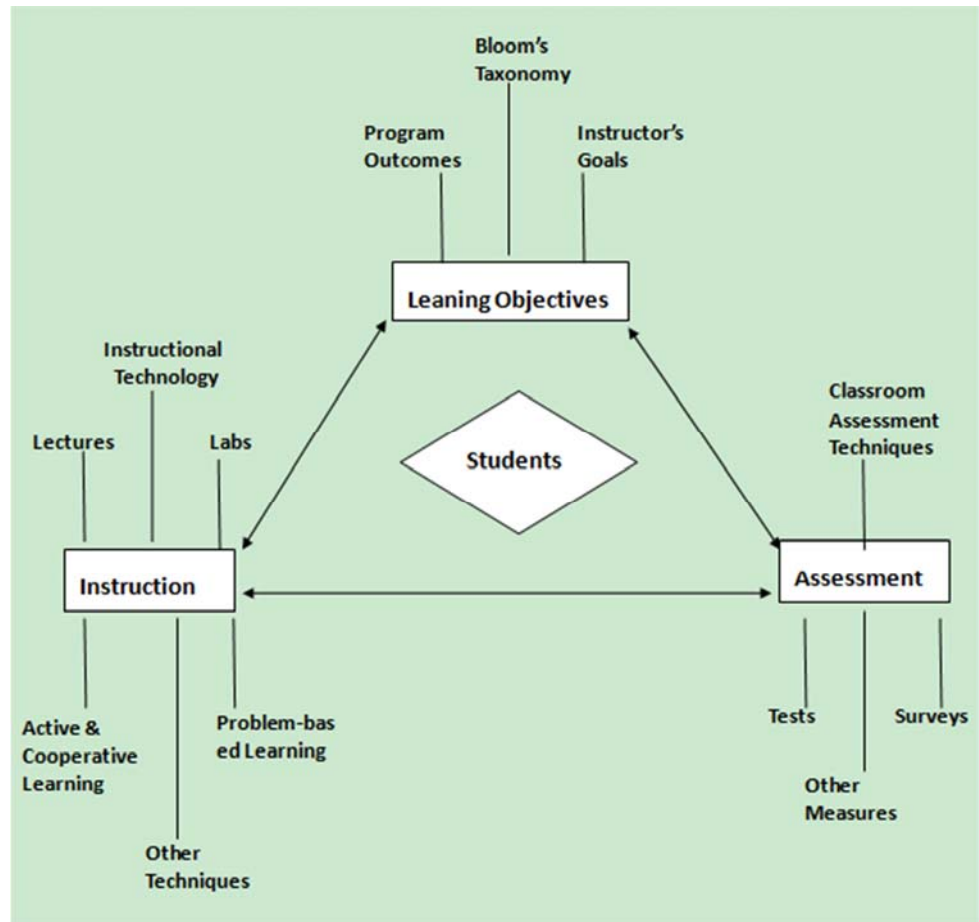
Curriculum design model of OBE

3. *Differences between Outcomes-Based Education and Content-Based Education.*

As can be seen in the Tables 1 and 2, the differences between content-based education and outcomes-based education are obvious, from the teachers' aspects and the learners' separately.

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

84

Table 1

Differences from teachers' aspects between CBE and OBE (in Chinese)

学习系统特征	基于内容的	基于产出的
框架	预设课程评估和认证程序：结构是目的，不定义学习者产出	开放的课程，教学策略、评估和行为标准：教学结构支持目标实现，它是手段而非目的
时间	刚性限制：教学日程表控制着学习和成功	使用可改变的资源，即根据教育者和学习者的需求
绩效标准	比较与竞争的方法：预先设置好的正态分布曲线	学习者达到标准即可获得学分，没有通过比例或标准等的限制
学习评估	持续的测验和分数错误被永久记录：慢的学习者无法赶上学习节奏，永远没有提到学习者到底如何能够成功	宏观的视野来看待学习成就，错误是发展能力过程中不可少的，明确最终的成就是能做什么

Table 1

Differences from teachers' aspects between CBE and OBE
(translation in English)

Characteristics of the learning system	Contents-Based	Outcomes-Based
Framework	A pre-set curriculum assessment and certification process that does not define the learner's outcomes	Open Curriculum, teaching strategy, evaluation and behavior standards, and teaching structure supports the achievement of goals while a means is not an end
Time	Rigid restrictions, the teaching schedule controls learning and success	Use adaptable resources according to the needs of educators and learners
Performance criteria	the competition method, the pre-set normal distribution curve	Learners will receive credits if they meet the criteria, without restrictions such as proportionality or criteria
Learning assessment	Constant testing and scoring errors are permanently recorded. Slow learners are unable to keep up with the pace of learning, and there is never any mention of how successful learners actually are	Learning achievements are judged from a macro perspective. Mistakes are essential to the development of ability, and the ultimate achievement is what can be done

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

85

Table 2

Differences from learners' aspects between CBE and OBE (in Chinese)

学习经验	基于内容的学习系统	基于学生产出的学习系统
学生角色	被动地	主动地
	重点放在教师希望学生掌握的知识上	重点在学习产出上，即学习者理解的和成为的
学习评论	间歇地总结性评价	持续地形成性评价
学习方式	死记硬背	批判性思考、推理和反思
学习计划	分解为单元的学科知识	与实际情景相联系的整合知识
	学习内容放置于严格的时间框架内，教学大纲呈现刚性和不可协商性	灵活的时间框架，即学习者根据自己的节奏学习，学习计划被视为引导教师创新的指南
学习动力	教师负责学生学习，即激励源于教师的人格力量	学生负责自己的学习，动力来自于不断地反馈和积极的自我价值感
学习空间	停留于单一的机构直到完成学业	学习者可以在不同机构获得学分，直到达到规定的能力
	先前的知识和经验被忽略，即每次都参加整个课程	先前的学习被承认，在预试之后，学习者学习产出被认证，可以省去重复环节

Table 2

Differences from learners' aspects between CBE and OBE
(translated in English)

Studying Experience	Contents-Based Studying system	Outcomes-Based Studying system
1	2	3
Students' role	Passive	Active
	Focus on what the teacher wants the students to know	Focus on learning outcomes, what learners understand and what they become
Learning evaluation	Intermittent summative evaluation	Continuous formative assessment
Learning Method	Rote	Critical thinking, reasoning and reflection
Learning plan	Subject knowledge broken down into units	Integrated Knowledge that is relevant to the actual situation
	The learning content is placed within a strict time frame, and the syllabus is rigid and non-negotiable	With a flexible time frame, learners learn at their own pace, with the most detailed planning seen as a guide for teachers to innovate

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

86

1	2	3
Learning ability	Teachers are responsible for the study, the inspiration originates from Teacher's personality charm	Students are responsible for their own learning, motivated by constant feedback and a positive sense of self-worth
Learning space	Stay in a single institution until studies finished	Learners can earn credits at different institutions until they reach the required level of competence
	Prior knowledge and experience are ignored and the whole course is attended at each time	Prior learning is recognised, the learner's learning output is validated after the pretest, and the repetition is eliminated

Under the concept of OBE teaching, what kind of teaching design support this transformation needs is an urgent problem to be solved. At present, project-based teaching is a new teaching mode through the combination of work and learning, task driven and project oriented. It is a process of organising students to participate in project design, implementation and management truly, and to complete teaching tasks in the process of project implementation, which has become an effective means of practical teaching. In the specific teaching, in order to combine theory and practice, the teaching content is integrated into a specific project derived from the actual production of automation, that is, "integration of project-based teaching and practice" [6]. In the practical teaching, students are given priority to "doing" and their abilities are cultivated. However, the project-based teaching needs more teaching time. In order to make full use of the classroom time, the project-driven teaching of the flipped classroom is proposed. The teaching method of integrating the project and the classroom is adopted, emphasising the students' independent learning. The teachers mainly play the role of consultants and coordinators. The reform of OBE curriculum system is imminent. The high integration of project and other teaching links is the new direction of teaching reform. The combination of theory and practice, especially practice, is the only way to improve the quality of training teaching. The teaching design of "Humanities Education" course based on OBE not only enlivens the classroom atmosphere, opens "active learning mode" for students, stimulates students' interest in learning independently, cultivates students' ability of expression and communication, but also increases extracurricular practice, and cultivates students' ability of hands-on practice and team cooperation [7].

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

87

II. Literature Review:
OBE in Chinese Humanities Education

1. *OBE in China.*

In recent years, with China's education certification system has made positive and remarkable progress, more and more universities have recognised the practices of improvement of quality, such as "Student-Centered" (SC), "Continuous Quality Improvement" (CQI) and "Outcome-Based Education" [8]. At present, in order to build excellent undergraduate education and the quality of undergraduate learning and teaching, many colleges and universities in China have taken OBE teaching model as an important model of the current teaching development, to meet the current needs of colleges and society for the training of talents. How to correctly use the OBE teaching concept, so that teaching becomes more vivid and efficient, has become the focus of the current curriculum reform in colleges and universities.

In the OBE education system, educators must have a clear vision of the ability and level that students should achieve when they graduate, and then seek to design appropriate educational structures to ensure that students meet these desired goals. Learning outcomes, rather than textbooks or teacher experience, are the driving power that functions the education system, in stark contrast to traditional curricula and content-driven teaching systems. In this sense, OBE education model can be regarded as an innovation of the educational paradigm, which is different from the traditional educational model. OBE requires the clear settings of students' achievements at graduation, and pay attention to the entire teaching activities and evaluation links of the entire school or profession around these established results requirements, and also, the feedbacks.

The process of foreign language teaching in colleges and universities hopes to learn from the experience of teaching reforms at home and abroad, to find the entry point of its intersection with OBE teaching mode by exploring the unique characteristics of the humanistic curriculum, finally to integrate it to form the most common, basic and effective model which can be promoted by experience in teaching, testing and evaluation integration.

Specifically, the knowledge of the humanities does not come from the outside world, as is the natural science, but through some form of internal process, as well as through the experience of life and understanding. In the author's opinion, the essence and nature of humanistic education can be said to be life education in a certain sense, and the goal of education is to establish the life dimension of education, in order to cultivate an ideal personality of all-round development of mind and body, or to develop a rich healthy hu-

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

88

man nature. The author advocates life education as the self-cultivation of university students' spiritual adults, and life education as the basic carrier and foothold of the humanistic general quality course. Under the OBE education concept, it's hoped to build the college English course based on OBE teaching model. Integrating cultural interpretation and life education concept in one curriculum, which based on the perspective of life to interpret the humanistic spirit, it is hoped that OBE teaching model to promote the organisation of teaching and this most basic, most common model will be explored for the teaching, examination and evaluation of the humanities course of the results-oriented OBE.

2. *Four steps of implement OBE in Humanities Education.*

Based on OBE, the teaching reform is happening in the Humanities Education Curriculum. Four steps to implement the OBE teaching model: 1st to define the expected learning results, 2nd to achieve the expected learning results, 3rd to evaluate the actual learning results, and 4th to continuously improve the education system [9]. The key problem to be solved about the humanities general courses by OBE-based teaching reform is how to design the expected learning results, how to explore the effective way to realise the expected learning results, and the effective assessment and evaluation mode of the course.

III. Materials and Methods: Key points of implementing OBE in Humanities Education

1. *According to the requirements of OBE, under the graduation requirements and curriculum objectives, curriculum assessment programme basing on the design of the student's expected learning results.*

For the humanities General Education Course, the expected learning results are difficult to design quantifiable or operational. How to define the expected learning results of humanities education courses? Mr. R. M. Gagne devoted his life to distinguishing among five learning outcomes from the performance acquired by humans, and from a quality education perspective, they could also be called five acquired qualities: speech information, intellectual skills, cognitive strategies, motor skills, and attitudes [10]. The learning results of humanities education are mainly reflected in the value attitude level, that is, in knowledge, emotion and behavior tendencies to explain the learning results. The learning result pursued by humanistic education is the realisation of value, the development of students' personality and the satisfaction of hobbies, the catharsis of feelings, and so on. The classic works, the source of human spiritual culture, is the best carrier of life wisdom education.

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

89

In view of this, in the design of the expected learning results of humanities education curriculum, the improvement of the students' spiritual state and moral quality should be focused on and considered as the main educational and teaching objectives. The design of the expected learning result of the humanistic education course is to start with the "spiritual life" of human beings, and to design an expected learning result is to help students construct a concept, an attitude and a value, with the aim of leading students to construct a correct view of life.

OBE requires the reverse design, which means to design from the demanding, and it's the demanding that determines the training objectives, and then the training objectives determine the graduation requirements, and the graduation requirements determine the curriculum system. OBE, with results orientation, is reverse design and forward implementation, at which time "demand" is both the starting point and the end point, thus ensuring the consistency of educational goals and results to the greatest extent.

The idea of designing the expected learning results is as follows: When teachers design the curriculum assessment programme, they write clearly what the training objectives of the curriculum are, what the teaching goal of the course is, what the assessment method of the course is, what the scoring criteria of the course are. According to the curriculum graduation requirements, they refine the curriculum learning objectives, refine the decomposition of teaching content and refine the scoring standards, then form a set of evaluation assessment, with complete content, which can match with the curriculum objectives and can achieve the curriculum objectives to support the graduation requirements of the evaluation programme.

2. *According to the Requirements of OBE, the use of "Task-based" teaching model and the implementation of situational teaching reform, to ensure the improvement of teaching quality.*

Based on the OBE teaching model, teachers are required to prepare lessons according to the expected learning results, that is, to emphasise around the OBE teaching model to prepare and organise teaching. The teacher preparation table must include the following factors: statement of the results of the lesson (each lesson, each topic), division of the area of the course learning outcome, list of the teaching materials intended for use, list of the class discussion questions or after-school assignments, and the indication of the teacher's role and various activities (teaching recommendations).

In order to apply the above factors effectively in classroom teaching and to realise the expected learning results of the humanities course, teachers can use the Task-based teaching, which refers to the teaching of teachers around one or

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

90

more structured topics (and is also the expected learning outcomes that are expected to be achieved). The Task-based teaching fully reflects the organisational role of OBE teaching mode in the teaching process [11].

The Task-based teaching is targeted, and all the tasks are designed to target the expected learning results of students. In OBE emphasis on results-based education models, teachers need to better optimise teaching content for learning outcomes. The use of Task-based teaching requires teachers to design teaching topics that are conducive to cultivating or establishing a correct value or attitude to students' living conditions. This teaching task embodies the characteristics of the teaching reform of "life", that is, teachers combine the classical English texts and the reality of college students' life, and strive to find the reasonable combination between "classic text" and "teaching object", and carry out the life-oriented narrative of the classic text [12].

3. *In accordance with the requirements of the OBE, reforming the examination method, and carrying out the "generated" teaching reform.*

Combined with the OBE teaching philosophy, teaching objectives, teaching content, teaching methods and other reforms, the reform of the examination content and examination form are promoted. Because this reform advocates that the expected learning results of humanistic curriculum teaching are mainly reflected in the "spiritual life" level, reflected in the students' life growth process of values and life attitude guidance, renewal and construction, from the usual class discussion to the final examination, all the emphasis is put on the importance of the accumulation and life feeling. In the examination content, it's needed to closely grasp the student's life experience and life growth, which is how "generation" is evaluated.

This kind of form and content reform, first, to reduce or avoid the students "objective" and not related to their own life of pure "thinking" pressure, second, to help students practice from the root of life, related to their own life, "self-thinking"; third, it also gives teachers a good opportunity to assess the expected learning outcomes, as attitudes and values are often measured with self-reporting of behavioral likelihood rather than direct observation of the behavior itself [13]. Guided by student learning results, changing the way of curriculum assessment, implementing process assessment, practicing a new assessment mode of light results and heavy process, examination paper-type assessment is gradually reduced or even canceled. With the further improvement of the evaluation system of comprehensive ability of students' curriculum, and finally realisation of the flexibility of curriculum assessment methods, to gradually transform the results assessment into process assessment and realise the flexibility and comprehensive assessment of the course.

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

91

The OBE concept focuses on teaching evaluation, which is an important means to test students' learning achievements, find problems and improve the teaching process. To realise the learning results-oriented, there should be the corresponding assessment methods during each stage of the teaching process. And it is necessary to establish a diversified evaluation model. The academic circles have defined the division of "formation evaluation", "final evaluation" and "summary evaluation", and the evaluation of the quality of curriculum teaching at the micro level should be changed from "final evaluation" to "formation evaluation". The formative evaluation comes mainly from the interaction between students and students (interactive discussions of team members), between students and teachers (student question answers and teacher guidance), and the information obtained from these interactions can provide evidence to test the expected learning outcomes of teaching. Based on these evidences, the formative evaluation can show the extent to which the expected learning results of the teacher's presentation have been completed and at what level severity and improvement, which is a prerequisite for teachers to continuously improve the quality of teaching. And when all teaching activities are completed in a sense rather than in progress, a summary evaluation is usually made with the aim of drawing conclusions about how effective teaching is. In general, summary evaluation focuses on the effectiveness of a teaching system, tutorial, or topic. The decision that a reference summary evaluation can make is whether this course is superior to the course it replaces and whether it should continue to be used [14].

Whether it is summary evaluation or formative evaluation, we should establish a standardised evaluation model according to the difference between teaching objectives and students' ability. Based on the expected learning results, "below expectations", "meeting expectations" and "exceeding expectations", these three levels of assessment and evaluation criteria are designed.

4. *In accordance with OBE requirements, continuous improvement of teaching quality.*

Effective supervision and feedback mechanism, timely teaching evaluation is the basis for the implementation of continuous improvement. Continuous improvement is shown as: when the students' knowledge and skills do not meet the expected learning results requirements of the course presets, the teacher either continuously improves the teaching content, teaching mode and teaching method, or continuously improves the evaluation mode and the expected learning results. In other words, the interpretation of the evaluation results can encourage teachers to make further adjustment and optimisation of the expected results, teaching content and teaching methods, and force te-

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

92

achers to continuously improve teaching quality through the formative evaluation and summary evaluation. Since the introduction of the OBE teaching concept, teachers' teaching plan and PPT are in the intersection of sublimation and refining in a series of continuous innovation and continuous practice and theory, which effectively improve the quality of teaching.

IV. Results and Discussion: Practice and Improvement of OBE in Humanities Education

Sound information feedback and improvement system, the formation of teaching quality management closed cycle can achieve the purpose of continuous assurance and improve quality spiral upward cycle.

1. *Forming a teacher's reflection reporting system.*

In professional certification model, through the set of various knowledge goals and competency objectives of the study results, against the graduation requirements and curriculum objectives, the teachers will have their evaluation of learning results according to the reflect on the current semester's teaching activities, and they will improve the relevant measures and opinions of the future teaching activities, and form a reflection report.

2. *Time-limited rectification system.*

For the problems found in the course assessment spot checks, the implementation of "teacher interview – the whole school briefing – issued rectification order – college feedback rectification advice – results review" system is adopted, requiring in a short period of time, put forward corrective measures to solve the problem.

The change of teacher's teaching behavior is to change the understanding of the relationship between teachers and students. First is to change the teacher-student relationship of "indoctrination-acceptance" but to establish the dialogue relationship between teachers and students on an equal footing. Second is to change the understanding of own role. Teachers should change from the single role of the lecturer to the diversified role, from the knowledge imparter, authority, manager to become the guide, promoter and collaborator of the student's learning, and from the implementer of the course to the developer of the course. Third is the change of teaching behavior. The purpose of education is to grow students, and what education needs to teach students is the ability to survive in the future society. The teaching of teachers is to change from emphasising the knowledge transfer to emphasising the development of students, from the "teaching" center to the "learning" center. Fourth is the change of educational concept [15]. If the teacher's concept is not renewed, the teaching behavior can not be changed. The concept of teacher edu-

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

93

cation not only affects how teachers view education and how to carry out teaching, but also profoundly affects the reality of teaching reform and the quality of personnel training. The renewal of educational concept is the first problem to be solved in education reform.

V. Conclusion: Feedback of OBE in Humanities Education

By presiding over and completing the school-level and provincial-level teaching reform projects, the author constantly explores and practices the mode of integrating OBE achievement-oriented teaching mode with the organic integration of humanistic education, hoping to embody the market orientation and humanistic care of modern educational concepts in the education and teaching of humanistic general education. An OBE-based teaching model that integrates classical reading interpretation with the concept of life education as one of the curriculum teaching and research reform experiments, and makes the author realise that OBE achievement-oriented education model not only does not exclude the education of humanities, but also can be integrated with it.

1. *The OBE model contributes to the continuous improvement of teaching quality.*

In the past curriculum teaching to the content of teaching materials, teachers' knowledge indoctrination, ignoring the learning effect of students, not paying attention to students' ability to cultivate these ills. OBE focuses on three changes, from subject orientation to goal orientation, from teacher center to student center and from quality control to continuous improvement.

Goal orientation requires teachers to consciously formulate clear and feasible teaching objectives according to the set teaching objectives. The student-centered requirement requires teachers to turn the teaching plan based on the completion of teaching content to the knowledge learning, ability training and whole-person quality training and requires the skilled teachers to break the arrangement of the teaching material system in the arrangement of teaching content and teaching progress, and choose the ones suitable for the actual thinking and acceptance of the students. The construction of teaching system should reflect the logic of theory, and also reflect the logic of accepting theory, focusing on how to make students understand and accept. Let teaching realise the transformation from the teaching material system to the learning system, from the teaching system to the cognitive and belief system of college students. Continuous improvement requires teachers to continuously improve professional training objectives and professional training standards according to social needs or personal development needs.

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

94

2. *The humanities generalisation curriculum that integrates life education will help to train the excellent "human".*

OBE teaching model will prompt teachers to consciously reflect and adjust the nature, teaching concepts, teaching objectives, teaching methods and evaluation methods of the humanities general curriculum. In view of the concept of scientism education toward extreme, we should emphasise the essential characteristics and uniqueness of life education in humanistic education, that is, the object of humanities education is not the material world, but the person with life vitality and the person with potential development ability. The fundamental purpose of education is to promote the development of students, including intelligence and non-intellectual. It is the subjective world of students to be changed and it is to explore the meaning and realm of human existence as the center, to build the spiritual home and ideal world of human beings for the purpose. Therefore, the learning results of humanistic education, which is integrated into life education, tend to be of value, such as life view, survival view, life view, life and life view guidance and construction.

In the teaching concept, in view of the traditional teaching model to the theory of its own self-contact, OBE teaching model is not too concerned about the students' current life reality and the shortcomings of their emotional experience. Into the life, education of the humanities curriculum teaching is to help teachers change the teaching concept, emphasising the "people-oriented" educational concept. Emphasis is placed on knowledge learning, ability training and whole-person quality training of students. For education, not only spreads knowledge, but also encourages the teaching object as a real, living life individual, the correct treatment of college students' true feelings, the solution of life difficulties and psychological confusion. Change the teaching mode, on the basis of making classroom teaching full of life vitality, carry out more discussion-based teaching. No discussion is not a class and students do team work together, discuss, given the full play to the enthusiasm and initiative. Not only to impart humanistic knowledge, but also to pursue the teaching of openness, practice and moral cultivation. To change the assessment mode, the examination content is mainly personalised, self-cutting, realistic topics, to give students a chance to open their own mental window, letting students face their own lives, show the life of consciousness, reflection and growth.

3. *Curriculum design expands opportunities.*

In space, time and content to open the classroom, each student is the main body of participation in learning. OBE teaching evaluation focused on learning results, not directly to achieve the final results as the goal. Flexible

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

95

set learning time, reasonable allocation of learning resources, no longer focus on synchronisation, students have more opportunities for communication, groups or teams to analyse and solve problems; teachers give encouragement and guidance, no longer to a unified standard to evaluate students, respect for student differentiation, to give personalised development opportunities. In a word, OBE teaching mode can promote teachers' teaching from spontaneous to self-conscious, consciously from the training of students' expected learning results to organise teaching. And the teaching of the concept and content of life education is also more profound and concrete interpretation and realisation of humanities courses of the expected learning results. They together make teaching an effective activity, but also to achieve the "people-oriented" educational goals, promote the life growth of students. To train students to become a social person who, under the guidance of the socialist core value system, is physically and mentally healthy, active in spirit, self-responsible, serves the society and abides by order.

Ye Lan wrote in *Let the classroom shine a life*: "Only in such classes, teachers and students are fully committed, they are not only teaching and learning, they are also feeling the surge and growth of life in the classroom" [16]. Only in such a classroom, will teachers' labor flash the glory of creation and the charm of human nature. Teaching is not only related to science but also with philosophy and art, which reflects the essence of educating people.

References

1. Li Z. Outcomes-based education teaching design. *Teaching in China University.* 2015; 6 (34): 32–39.

2. Chen S., Yin M. A comparative study on the practice and effect of OBE in higher vocational course. *Journal of Guangdong Water Conservancy and Electric Power Vocational College.* 2016; 4 (7): 39–42.

3. Shen T., Steven L. On the concept of outcomes-based education. *Higher Education Management.* 2016; 5 (9): 48–51.

4. Yan D. Analysis of the application of teaching methods under the outcomes-based education mode in higher vocational colleges. *Heilongjiang Science.* 2015; 2 (9): 132–127.

5. Spady W. Choosing outcomes of significance. *Educational Leadership.* 1994; 6 (51): 18–22.

6. Basim A.-J., Hazim A.-A. Curriculum assessment as a direct tool in ABET outcomes assessment in a chemical engineering programme. *European Journal of Engineering Education.* 2010; 35 (5): 480–505.

7. Petrova R., Tibrewal A., Sobh T. M. An electronic web-based assessment system. *Journal of STEM Education.* 2006; 7 (3, 4): 43.

8. Pan M., Shi H. Historical exploration of applied talents training. *Jiangsu Higher Education.* 2009; (1): 78–83.

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

96

9. Song B., Song X. Research on the classification of colleges and universities in Shandong Province. Ji Nan: Shandong University Press; 2012. p. 35–37.

10. Petrova R., Tibrewal A., Sobh T. M. An electronic web-based assessment system. *Journal of STEM Education.* 2006; 7 (3, 4): 44–57.

11. Yin N. Exploration on the quality of applied undergraduate talent training. *Modern Education Science.* 2012; (9): 137–139.

12. Wang J. Applicability of higher education. *Education Research.* 2013; (11): 171–176.

13. Wu Zh., Li J., Huang Ch. To adhere to five focuses, promote five modernizations reform, and train outstanding engineering and technical talents. *Higher Engineering Education Research.* 2013; (12): 125–130.

14. Guan T. Research and practice of application-oriented talents training mode in local colleges and universities. *China Higher Education.* 2018; (10): 135–140.

15. Zhang X., Lv Sh., Zha X. Research and practice of applied talent training mode. *Jiangxi Education and Research.* 2007; (12): 82–89.

16. Kong F. Road to building an applied university. Beijing: Peking University Press; 2006. p. 98–112.

Information about the author:

Ping Yang – Associate Professor, Master Degree in Linguistics and Master Degree in Translation, Shenyang Institute of Technology, Shenyang, Liaoning, China. E-mail: 604250581@qq.com

Информация об авторе:

Пин Ян – доцент, степень магистра в области лингвистики, степень магистра в области переводоведения, Шэньянский технологический университет, Шэньян, провинция Ляонин, КНР. E-mail: 604250581@qq.com

Образование и наука. Том 22, № 2. 2020/The Education and Science Journal. Vol. 22, № 2. 2020

97