

Formative Evaluation of Multi-Subject Participation: Academic Evaluation Reform of Preschool Education Professional Skills Courses in the OBE Framework

Xuemei Xu

Chongqing College of International Business and Economics, Chongqing, 401520, China

ABSTRACT

In today's vigorous development of preschool education, the quality requirements of professional talent training are getting higher and higher, and the academic evaluation of preschool education professional skills courses has become a key link. The traditional single-subject and final evaluation model is difficult to comprehensively reflect the real situation of students' mastery of teaching activity design and singing, dancing and painting skills, and it cannot effectively conform to the practical and comprehensive professional characteristics of preschool education. Therefore, based on the connotation of OBE concept and relying on the actual practice of preschool education, this paper discusses how formative evaluation with the participation of multiple subjects can be integrated into professional skills courses to help the implementation of curriculum reform.

KEYWORDS

Multi-subject participation; Formative evaluation; OBE concept; Preschool education

1 Introduction

Today, with the deepening of education and teaching reform, the evaluation system of preschool education professional skills courses urgently needs to be innovated. The OBE framework highlights reverse designing instruction and assessment with the learning outcomes that students should ultimately achieve, which brings new life to the skills curriculum assessment of preschool professions. Formative evaluation with the participation of multiple subjects can not only improve the evaluation dimension, but also improve the quality of preschool education professional training by integrating teachers, students and industry experts to continuously feedback and improve the learning process, providing strong support.

2 The connotation of the OBE concept

The OBE concept is driven by the core of achievement output, and a goal-oriented educational logic closed-loop is constructed. Its core emphasizes that the educational goals are accurately anchored as students' ultimate abilities and literacy, and the curriculum system, teaching strategies and evaluation methods are all provided for the realization of preset results by reverse design of teaching paths. This idea breaks the shackles of traditional input education, takes students' growth as the basic measure for evaluating educational effectiveness, and requires educational activities to start with clearly defined learning outcomes and turn abstract educational goals into observable and evaluable specific indicators. The OBE concept deeply reshapes the educational process, drives educators to shift from focusing on knowledge transfer to focusing on ability training, and promotes the precise connection between education supply and social needs in dynamic feedback and continuous improvement, ultimately making a substantial leap in education quality and ensuring that all aspects of educational activities can be truly implemented in the actual growth and development of students^[1].

3 The necessity of academic evaluation reform of preschool education professional skills courses in the OBE framework

3.1 The collaborative evolution mechanism of dynamic ecosystems

Dynamic ecosystems exhibit the characteristics of multi-dimensional co-evolution under complex networks of natural and social interactions. The various elements are not simply linear correlations, but form a self-organizing and adaptive system through information transmission and energy flow. The change of the environment promotes the regulation of the behavior of the subject within the system, and this regulation has a counter-effect on the environment, forming a two-way feedback loop. In the process of collaborative evolution, competition and cooperation coexist, and individual differences drive the diversity of the system, and diversity is the core driving force for maintaining system stability and

innovative development. Various elements evolve in a dynamic balance, shaping the unique forms and functions of ecosystems.

3.2 The value reconstruction path of cross-dimensional data interaction

With the further development of digital technology, data has broken the limitations of a single dimension and frequently interacts with different fields and levels. Cross-dimensional data interaction breaks through traditional boundaries and breeds a new value creation model. Recombine, integrate and explore data to realize the leap in data value from the original record to the basis for decision-making and the source of innovation. This value reconstruction is not only manifested in the business field, but also extends to many dimensions of social governance and scientific research. By building an efficient data interaction mechanism, the optimal allocation of data resources is carried out to promote in-depth changes and value upgrades in various fields.

3.3 Innovative breakthrough strategies under nonlinear thinking

In the context of the rapidly changing times, it is difficult for linear thinking to adapt to the needs of innovation, and non-linear thinking has gradually become the key to breaking bottlenecks. Non-linear thinking focuses on mastering complex relationships and seeking solutions from unconventional perspectives. It abandons the traditional causal correspondence and pays attention to the mutation and emergence phenomena of things in the development of things. By breaking through the inherent cognitive framework, building new thinking connections, and capturing innovation opportunities under uncertainty, we will achieve a leap from quantitative change to qualitative change, and open up new ways for development in various fields.

4 The academic evaluation reform path of preschool education professional skills courses in the OBE framework

4.1 Build a mechanism for formulating a list of procedural evaluation tasks for teacher-student collaboration

Academic evaluation in the OBE educational concept needs to focus on the realization of students' abilities. Teachers should break the one-way design model and establish a two-way communication mechanism to achieve the deep integration of student needs and curriculum goals. When formulating the task list, teachers need to actively build a dialogue platform and lead students to participate in task goal disassembly, content planning, and difficulty gradient setting, so that students can clarify their learning orientation during co-construction and promote the development of self-planning ability ^[2].

Taking the preschool children's story creation course as an example, teachers can organize multiple rounds of "curriculum blueprint workshops" before the course starts. In the initial stage, teachers demonstrate the core competency requirements of the course, such as story structure design, character development and language expression, and guide students to propose the theme direction of "Animal Adventure" and "Fantasy Campus" according to their own interests. Then, teachers and students work together to implement abstract ability goals into specific tasks, such as asking students to complete the story outline and clarify the relationship between characters and plot turning points in two weeks. Within four weeks, a complete story text is composed and the rhetorical devices used are marked. The teacher, as the guide of this process, adjusts the task details according to the students' suggestions, such as adding the auxiliary task of "drawing the story rhythm map" for students with weak story rhythm control. Through this collaborative formulation, the task list not only carries the teaching objectives but also meets the personalized learning needs of students, and constitutes the basis for dynamic optimization and evaluation.

4.2 Establish a joint practical skill performance observation system with dual tutors inside and outside the school

The development of practical skills for preschool students requires removing barriers between theory and real-world scenarios. Teachers and industry mentors in the school should establish a normalized cooperation mechanism, jointly set observation indicators, and conduct cross-practical guidance. Teachers in the school pay attention to the construction of theoretical frameworks, industry tutors give practical standards based on front-line experience, and the two sides unify the evaluation scale in the form of regular teaching and research meetings to ensure the consistency of students' skill development in simulation and real scenarios.

In the kindergarten activity design and implementation course, a team composed of two tutors can cooperate and observe around "designing scientific inquiry activities in middle classes". Teachers in the school first organize students to design activity plans, and guide them to use Piaget's cognitive development theory to plan the inquiry links, such as designing strategies such as guiding the delivery of experimental materials that "sink and float". The industry tutor intervened simultaneously, and gave suggestions such as adjusting the experimental duration of children's attention characteristics and refining safety protection measures during the program review stage. After entering the practical link, teachers and industry mentors in the school adopt a "dual-track" observation mode: teachers in the school focus on recording the theoretical application of students in the degree of achievement of activity goals and teacher-child interaction; From the perspective of industry mentors, they mainly observe from the perspective of on-site management and handling of emergencies.

For example, if students dispute the results of the experiment, industry tutors can demonstrate how to guide students to use "record cards" to express their opinions on the spot, and teachers in schools can guide students to analyze the educational theories behind this strategy in the after-class review. The two tutors regularly exchange observation data, jointly provide comprehensive feedback to students on the depth of theory and practical validity, and help students establish a comprehensive system of professional practice ability.

4.3 Design the acceptance process of project-based learning outcomes with the participation of kindergarten partners

Under the guidance of OBE's outcome-oriented educational concept, teachers need to build a channel that can effectively connect professional skills with job requirements. By designing the project-based learning outcome acceptance process with the deep involvement of kindergarten partners, the accurate connection of industry standards can be realized, which is conducive to the clarity of students' professional skills improvement. Teachers can actively communicate with kindergartens, jointly establish an acceptance index system, and scientifically plan the acceptance process to ensure that the assessment is more practical and instructive ^[3].

Taking the environmental creation project of the kindergarten as an example, the teacher communicated with the cooperative kindergarten in advance, and determined the "Four Seasons Theme Wall" as the theme of creation around the cognitive characteristics of the children in the small class. By guiding students to conduct field visits to the kindergarten class space, teachers design three-dimensional walls that meet the psychological needs of children by combining factors such as children's height, interests and hobbies. In the acceptance stage of results, the backbone teachers and education directors of kindergartens were invited to set up an acceptance team to design wall plans for students based on education, safety and children's participation, and carry out a comprehensive evaluation of the actual production process and environmental protection of materials.

Immediately afterwards, the teacher arranged for the students to defend on the spot, and the kindergarten acceptance staff gave improvement suggestions according to the design intention, interactive functions, etc., and the students improved the works according to these opinions, so that the learning results and the actual needs of the kindergarten were seamlessly connected.

4.4 Build a dynamic digital reflective evaluation platform

The OBE concept focuses on the development of students' continuous growth and self-reflection ability, and the construction of a dynamic reflective evaluation system based on the digital platform can effectively track students' learning trajectory and deepen students' understanding and application of professional skills. Teachers can build an evaluation platform covering learning process records, self-evaluation, mutual evaluation and data analysis through learning management systems or professional education apps. Students upload their learning results on the platform, record their practical insights, and generate analysis reports according to preset standards in a planned manner to guide students to reflect on their learning effectiveness and determine the direction of improvement. Teachers can also optimize teaching strategies based on data feedback to achieve the purpose of accurate guidance.

Taking the preschool children's music education course as an example, the teacher released the task of "Children's Music Game Design and Implementation" on the platform, while the students recorded the game teaching video and uploaded it to the platform, used the annotation tool to explain the design ideas and teaching intentions, and asked their peers to comment on each other while self-evaluating.

The platform automatically analyzes the completeness of the teaching link and the interaction effect of children in the video, and generates a visual evaluation report. Students write a reflection log based on the results of self-evaluation and mutual evaluation and system reports, summarize the highlights and shortcomings of teaching, and put forward improvement plans. Teachers can understand students' learning dynamics in real time, conduct targeted one-on-one

tutoring, organize online discussions and other activities on the platform, which will help deepen students' understanding of music education theory and practice, promote their teaching skills to spiral, and make evaluation truly a continuous driving force for students' professional development.

5 Conclusion

In the context of the increasingly urgent requirements for improving the quality of education and cultivating professional talents, the participation of multiple subjects in formative evaluation has been included in the OBE framework, which provides a new way for the academic evaluation of preschool education professional skills courses. This evaluation model breaks through the traditional limitations and promotes the further integration of theory and practice through multi-party collaboration, process monitoring and continuous feedback, which helps to cultivate students' professional ability. It not only conforms to the professional characteristics of preschool education, but also provides a solid guarantee and innovative ideas for cultivating high-quality talents that meet the needs of the industry and promoting the high-quality development of preschool education.

References

- [1] Wang Dandan, Jiang Yanbing. Construction of Academic Evaluation System Driven by Teacher Professional Accreditation: A Case Study of Preschool Education Professional Activity Design Courses[J]. Science Consulting, 2025, (05): 76-79.
- [2] Lin Qiang. Research on the integration of preschool education education technology application course "post-course competition certificate" under the concept of OBE[J]. Modern Vocational Education, 2024, (02): 45-48.
- [3] Xue Yuan, Ba Hanmeng, Cheng Xiulan. Journal of Xinyang Normal University (Philosophy and Social Sciences Edition), 2023, 43(05): 73-79.