

Research on Teaching Mode of Ideological and Political Theory Course in Vocational Colleges in the New Era —— Based on OBE Concept

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ABSTRACT

In the current era, with the rapid development of China's economy and society and the continuous improvement of the vocational education system, vocational undergraduate colleges in the new era are playing an increasingly important role in the field of higher education. Ideological and political theory courses, as a key component of the university's education system, play an irreplaceable and significant role in cultivating high-quality vocational undergraduate talents who are both morally and intellectually competent, have a strong sense of social responsibility and innovative spirit. Against this backdrop, in-depth research on the teaching model of ideological and political theory courses in vocational undergraduate colleges in the new era and exploration of how to carry out ideological and political education more effectively have become important issues that need to be urgently addressed in the field of education. This study focuses on exploring the innovation and optimization of the teaching model of ideological and political theory courses in vocational undergraduate colleges based on the OBE (Outcomes-based Education) concept, aiming to provide useful references and inspirations for improving the quality of ideological and political theory courses and cultivating professionals who meet the needs of the new era.

KEYWORDS

vocational colleges; teaching mode; OBE concept

1 Introduction

The new era puts forward new and higher requirements for talent training in vocational colleges. It is necessary not only to cultivate students' exquisite professional skills, but also to improve their ideological and political quality, so that they can become socialist builders and successors with both ability and political integrity.

However, there are some problems in the teaching of ideological and political theory courses in vocational colleges, such as the low fit between teaching objectives and students' actual needs, traditional teaching methods and single evaluation methods, which lead to the failure to fully demonstrate the teaching effect. OBE concept provides a new way to solve these problems.

It focuses on the achievement of students' learning achievements, which can promote the transformation of ideological and political theory teaching from "teaching perspective" to "learning perspective" and better serve students' growth and career development.

2 An overview of OBE concept

2.1 OBE concept connotation

The concept of OBE was first put forward by American educator Spady (W.D.) in 1981, which emphasized that all teaching design, teaching implementation and teaching evaluation in the education system should be carried out around the expected learning results, so as to ensure that students can achieve the predetermined learning goals and acquire knowledge, skills and literacy with practical application value when they graduate.

2.2 The core principles of OBE concept

Clearly defining students' abilities and qualities after completing their studies, these expected results are the core driving force of teaching design and implementation.

Reverse design: from the expected learning results, reverse design the curriculum system, teaching content, teaching methods and evaluation methods to ensure that teaching activities can effectively support the achievement of results. Provide diversified learning opportunities and ways for all students, and pay attention to individual differences, so that students from different starting points can achieve the expected learning results on the original basis.

Set challenging learning goals, encourage students to constantly surpass themselves and improve their ability level. Through the continuous tracking and evaluation of learning achievements, problems existing in the teaching process can be found in time, teaching links can be continuously optimized and teaching quality can be improved.

3 The analysis of the current situation and problems of ideological and political theory teaching in vocational colleges

3.1 Teaching objectives set

Ambiguous goal: The teaching goal of ideological and political theory course in some vocational colleges lacks clear and concrete description of behavioral verbs, and the definition of students' ideological and political literacy level is not clear enough, which makes it difficult for teachers to grasp the depth and breadth of teaching and students lack clear learning direction.

Out of touch with professional needs: the teaching goal fails to fully combine the special requirements of vocational college students for ideological and political quality in their future jobs, and focuses on imparting general ideological and political knowledge, neglecting to cultivate students' ability to use ideological and political theory to solve practical problems in professional scenes.

3.2 Teaching content organization

Disconnection between theory and practice: the teaching content of ideological and political theory course is mainly based on theoretical knowledge explanation, and the practical teaching link is relatively weak, and the practical teaching content is not closely connected with theoretical knowledge, which fails to effectively guide students to transform abstract theoretical knowledge into practical action and value judgment ability.

Lack of professional characteristics: the teaching content is not fully integrated into the professional culture, professional ethics and other contents of various majors in vocational colleges, which can not meet students' ideological and political needs for future career development and is difficult to stimulate students' interest in learning.

3.3 The use of teaching methods

Traditional teaching is dominant: in classroom teaching, teachers often use teaching method, mainly by one-way knowledge infusion, and students passively accept it, lacking interaction and participation, which leads to dull classroom atmosphere and low students' learning enthusiasm.

Insufficient application of information means: Although some teachers have realized the importance of information teaching means, in actual teaching, the application of information tools such as multimedia and online teaching platform is not sufficient, which fails to effectively play its advantages in enriching teaching resources, expanding teaching time and space and improving teaching effect.

3.4 Teaching evaluation system

The evaluation method is single: the final exam results are mainly used as the main evaluation basis for students' course academic performance, and the usual grades are relatively low, and the usual grades are mostly focused on attendance and homework completion, and the evaluation of students' participation, ability improvement and ideological change in the learning process is not comprehensive enough.

Lack of results-oriented:

Teaching evaluation fails to focus on the ultimate learning achievement of improving students' ideological and political literacy, and the correlation between evaluation indicators and expected learning achievement is not strong, which can not accurately reflect the contribution of teaching process to students' learning achievement, and it is difficult to effectively guide teaching improvement.

4 The construction strategy of teaching mode of ideological and political theory course in vocational colleges based on OBE concept

4.1 Based on the OBE concept clear teaching objectives

Docking professional standards with social needs: In-depth investigation of professional post groups corresponding to various majors in vocational colleges, understanding the requirements of industry enterprises for ideological and political quality of talents, and combining the overall goal of ideological and political education for college students in the new era, making targeted and operable teaching objectives of ideological and political theory courses. For example, for nursing specialty, we should cultivate students' professional responsibility, care for patients' professional ethics and adhere to correct values in complex medical environment into the teaching target system.

4.2 Learning results-oriented optimization of teaching content

Integrating theory and practice teaching content: breaking the boundary between theory teaching and practice teaching, and organically integrating ideological and political theory knowledge and practice teaching projects around students' expected learning achievements. For example, the practical project of "Investigation and Inheritance of Red Culture" can be designed in combination with local red cultural resources, so that students can deeply understand the theoretical development process and practical significance of the Party in the process of field investigation, data collation and achievement display, and realize the simultaneous improvement of theoretical knowledge and practical ability.

4.3 The use of diverse teaching methods to promote the achievement of learning outcomes

Project-based teaching method: based on the actual project, the teaching content of ideological and political theory course is decomposed into several project tasks, so that students can actively learn knowledge and cultivate their ability in the process of completing the project. For example, in the course of "Ideology, Morality and Rule of Law", the "Campus Legal Culture Construction Project" is set up. Students not only deeply understand the concept of rule of law, but also exercise their comprehensive abilities such as teamwork, communication and expression, and problem solving.

Application of information teaching means: make full use of information resources such as Internet, multimedia technology and online teaching platform to enrich teaching forms and contents. Teachers can make vivid and interesting teaching videos, animations, etc., and present abstract ideological and political theory knowledge to students intuitively; Use the online teaching platform to carry out online discussion, answering questions, homework submission and correction, etc., to break the time and space restrictions and improve the interactivity and timeliness of teaching; With the help of virtual reality (VR), augmented reality (AR) and other technologies, an immersive teaching situation is created, so that students can feel historical events and social phenomena and enhance their learning experience.

4.4 The establishment of teaching evaluation system based on learning outcomes

Diversified evaluation subject: construct a diversified evaluation subject system combining teacher evaluation, student self-evaluation and student mutual evaluation. Teacher evaluation focuses on the comprehensive evaluation of students' knowledge mastery, skill application and learning attitude; Students' self-evaluation is helpful to students' self-reflection and self-cognition, and guides students to sum up the gains and shortcomings in the learning process; Students' mutual evaluation can promote communication and learning among students, and cultivate students' critical thinking and teamwork ability.

Whole-process evaluation method: strengthen the evaluation of students' learning process and raise the proportion of usual grades to a reasonable level (such as 50%-70%). The usual performance evaluation covers classroom performance, group work, project completion, online learning participation and other aspects, which comprehensively records the progress and growth of students in the learning process. The content of the final exam focuses on examining students' comprehensive application ability of ideological and political theory knowledge and their ability to analyze and solve practical problems, which is closely connected with teaching objectives and expected learning results.

5 The implementation guarantee of the teaching mode of ideological and political theory course in vocational colleges based on OBE concept

5.1 The construction of teachers

Improve teachers' cognition and application ability of OBE concept: organize teachers to participate in special training and seminars on OBE concept, deeply study the connotation, principles and implementation methods of OBE concept, guide teachers to change their educational and teaching concepts, and put OBE concept into the whole teaching process of ideological and political theory courses. Strengthen the cultivation of teachers' professional quality and practical ability: encourage teachers of ideological and political theory courses to participate in relevant professional training and academic exchange activities, constantly update their knowledge structure and enhance their professional quality. At the same time, teachers are arranged to work in enterprises and industries, so as to understand the demand of professional posts and the development trend of the industry and accumulate practical experience, so as to better integrate professional elements into the teaching content and improve the pertinence and effectiveness of teaching.

5.2 The construction of teaching resources

Developing characteristic teaching materials and teaching materials: combining the characteristics of vocational

colleges and the needs of various majors, organize teachers to compile teaching materials and supporting teaching materials of ideological and political theory courses with professional characteristics, such as case sets and practice instruction manuals. The content of teaching materials should pay attention to the combination of theory and practice, highlight the cultivation of professional quality, and update teaching cases in time to reflect social hotspots and new trends in industry development in the new era.

Improve the information-based teaching resource platform: increase investment in the construction of information-based teaching resource platform for ideological and political theory courses, integrate online courses, teaching videos, e-books, virtual simulation experiments and other teaching resources, and build a one-stop teaching resource service platform. Provide teachers with convenient tools for making, managing and sharing teaching resources, and provide students with rich and varied independent learning resources and personalized learning space.

5.3 Teaching management mechanism innovation

Establish OBE-oriented teaching management system: revise the teaching management system of vocational colleges, and integrate the OBE concept into teaching plan formulation, curriculum construction, teaching quality monitoring and other links. Clarify the supporting relationship between each teaching link and students' expected learning achievements, establish a dynamic adjustment mechanism of teaching process, and ensure that teaching activities always focus on students' learning achievements.

Strengthen the monitoring and evaluation of teaching quality: build a monitoring and evaluation system of teaching quality of ideological and political theory courses based on OBE concept, formulate scientific and reasonable evaluation indicators of teaching quality, and comprehensively evaluate the teaching process and teaching effect on a regular basis. Teaching feedback information is collected through various ways, such as teaching supervision, students' evaluation of teaching, peer evaluation, etc., and problems existing in the teaching process are found in time and rectified to ensure the continuous improvement of teaching quality.

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