

Research on Classroom Teaching Practice of General Education Course of "Fine Analysis + Strong Thinking" Driven by Cases Based on OBE Concept

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Abstract: This paper discusses the reform and practice of general education teaching based on OBE concept. According to needs of general education curriculum and society for personnel training, it puts forward a teaching mode with "fine analysis + strong thinking" as the direction and case-driven as the main body, from the aspects of teaching content, teaching design and teaching mode selection, assessment and implementation effect. By comparing the traditional teaching method with the reformed teaching method, it shows that the reformed teaching method can stimulate students' interest in learning and improve their learning effect and comprehensive quality.

Keywords: OBE concept, Case-driven Teaching, Practice of General Education Course

1. Introduction

As an important part of higher education, general education course aims to cultivate students' comprehensive quality and improve their social adaptability and employment competitiveness. Therefore, it is necessary to pay attention to the all-round development of students and cultivate their comprehensive quality and practical ability. The concept of OBE emphasizes student-centered and result-oriented. [1] It is required that the curriculum design and implementation should be based on the effective achievement of students' learning achievements [2]. Based on the demand of OBE concept, the teaching method of "fine analysis + strong thinking" driven by cases can stimulate students' interest and initiative in learning, improve teaching effect and quality, cultivate students' innovative thinking and comprehensive quality of problem solving, and cultivate more innovative talents. Through this

research, we can explore a general education classroom teaching mode based on OBE concept, and provide strong support for students' all-round development.

2. The Current Situation of General Education Teaching

2.1 The Teaching Content Emphasizes Theory, and Students' learning Emphasizes Utilitarianism

At present, all colleges and universities attach great importance to general education, but the teaching content is unreasonable, with more theoretical teaching and less practical training. In the new era, with the continuous strengthening of informationization, students' learning attitude has changed. Professional compulsory courses are usually regarded as important courses and invest more learning time and energy, while general elective courses may be despised or perfunctory, resulting in poor teaching effect.

2.2 The Teaching Mode is Inflexible and Students are not Active in Learning

In teaching, due to the limitation of teaching tasks and hours, the course teaching is mainly taught by teachers and passively accepted by students, which leads to students' lack of interest and motivation in learning, so they lack initiative in learning.

2.3 The Curriculum Assessment is Relatively Simple, and Students have no Motivation to Learn

Because the course assessment is only a result-oriented requirement, students study to complete this course, not to improve their ability, and even some students study to pass the assessment and complete the course, which cannot achieve the learning goal, let alone apply what they have learned. [3]

3. The Design and Optimization of Classroom Teaching Process

In view of the above problems, according to the teaching of responsibility dynamics course in recent years, the following optimization design is made:

3.1 The Analysis of the Learning Situation before Class

The teaching object of the course is 22 sophomores in colleges and universities. According to the talent training plan of the school, "Responsibility Dynamics" is 1 credit, with a total of 16 hours, and is designed as 8 classes. Before class, teachers make full use of We Chat group, publish the responsibility dynamics learning platform and register, so that students can test their responsibility personality characteristics. At the same time, online communication and discussion are conducted in the form of learning communication, We Chat and interview with learning committees, so as to find out the students' learning situation and foundation, analyze the learning situation before teaching, and get the basic situation of students' learning ability and professional quality. The analysis results show that more than 90% of the students have certain learning ability and professional basic literacy, but the awareness of autonomous learning generally shows the behavioral characteristics of not taking the initiative, relying on teachers' teaching and guidance [4]; Responsibility personality test results show that the awareness of interpersonal communication is relatively active, but the awareness of role positioning is not strong.

3.2 The Establishment of Classroom Teaching Objectives

On the basis of the analysis of learning situation, according to the requirements of personnel training scheme and curriculum outline, combined with the teaching content, the teaching goal is to implement the teaching reform closely around the orientation of curriculum teaching reform, and to determine the three directions from knowledge goal, ability goal and quality goal. The knowledge goal is mainly the related contents of learning responsibility four actions, responsibility four responsibilities and four forces (i.e. 4R4P),

responsibility high and low price (i.e. 4R8C) thinking, responsibility positive and negative thinking (i.e. XY thinking), responsibility subject and object thinking; The ability goal is to cultivate college students' responsibility EQ, cognitive ability and comprehensive application ability of logical thinking; The quality goal is to cultivate college students' sense of responsibility, self-control of responsibility EQ and teamwork.

3.3 The Integration of Online and Offline Teaching Resources

3.3.1 Select teaching cases

According to the cases that students pay attention to in the learning process, case analysis is carried out to stimulate students' interest in learning, and the textbook "Responsibility Dynamics" is supplemented by revision of "Practical Operation of Professional Responsibility Dynamics". The purpose of textbook arrangement is not to directly serve teaching, but to carry the subject knowledge system. [5] The teaching content has been adjusted (see Table 1). Finally, the course content before and after the reform is compared. It mainly integrates scattered knowledge points into cases, instead of simply explaining theories, it combines teaching cases from introduction to responsibility dynamics, basic theory to application analysis of responsibility phenomena to design teaching content and learn in comprehensive application. In order to improve the cultivation of systematic thinking ability.

3.3.2 Use the learning platform

Teachers combine the original online courses on Learning Pass, and the teaching content of tasks consists of the methods, knowledge points and video teaching points adopted in the teaching process. For the recorded video courses, students can learn and watch repeatedly before and after class, and can also communicate and interact with teachers.

3.4 Diversified Teaching Design of "Fine Analysis + Strong Thinking"

Combined with the current situation of general education courses, responsibility dynamics adopts diversified teaching modes in teaching, takes the training needs of responsibility EQ as the problem orientation, and trains, analyzes and applies responsibility phenomenon cases, so as to cultivate the ability of understanding,

analyzing and solving problems. Five-step teaching and training method is adopted before class (Figure 2). In classroom teaching, classroom multimedia is fully utilized, task-

driven teaching, five-step teaching method and divided classroom design are adopted [6], and teaching is carried out in the form of classroom team sharing and display. [7]

Table 1. Comparison of Teaching Contents before and after Reform

Lessons	Curriculum content before reform	Curriculum content after reform
1	Introduction to Responsibility Dynamics	Pre-test: Responsibility Character Test-EQ Training
2	Understanding Four Doing and 4R4P	Case Teaching 1
3	Laws of four kinds of responsibility digital symbols	Case Teaching 2
4	Confused EQ formula of responsibility	Case Teaching 3
5	Two-in-one responsibility EQ thinking	Case Teaching 4
6	Emotional intelligence of responsibility game of choosing one from the other	Case Teaching 5
7	Thinking Wisdom of Responsibility Subject and Object	Case Teaching 6
8	Responsibility EQ Driving Force X and Binding Force Y Thinking Mode Wisdom and Workplace Execution	Post-test: Positive and negative personality test

In the teaching process, diversified teaching is adopted, guided by case drive, the teaching method of "problem guidance + demonstration analysis + inspiration interaction" is used, and the teaching method of "traditional blackboard writing + multimedia teaching AIDS + learning communication" is used at the same time. Task-driven teaching with problem-led, task-driven, pre-class completion and inspection and evaluation is adopted. After students get the tasks in the previous class,

they make clear the teaching tasks, preview and consult relevant knowledge through various forms such as network platform and teaching materials, prepare for learning, and then implement teaching as planned. In order to be more student-centered and result-oriented in teaching, we adopt the mode of dividing classroom to teach, which is based on the flow chart of OBE dividing classroom teaching (Figure 1)

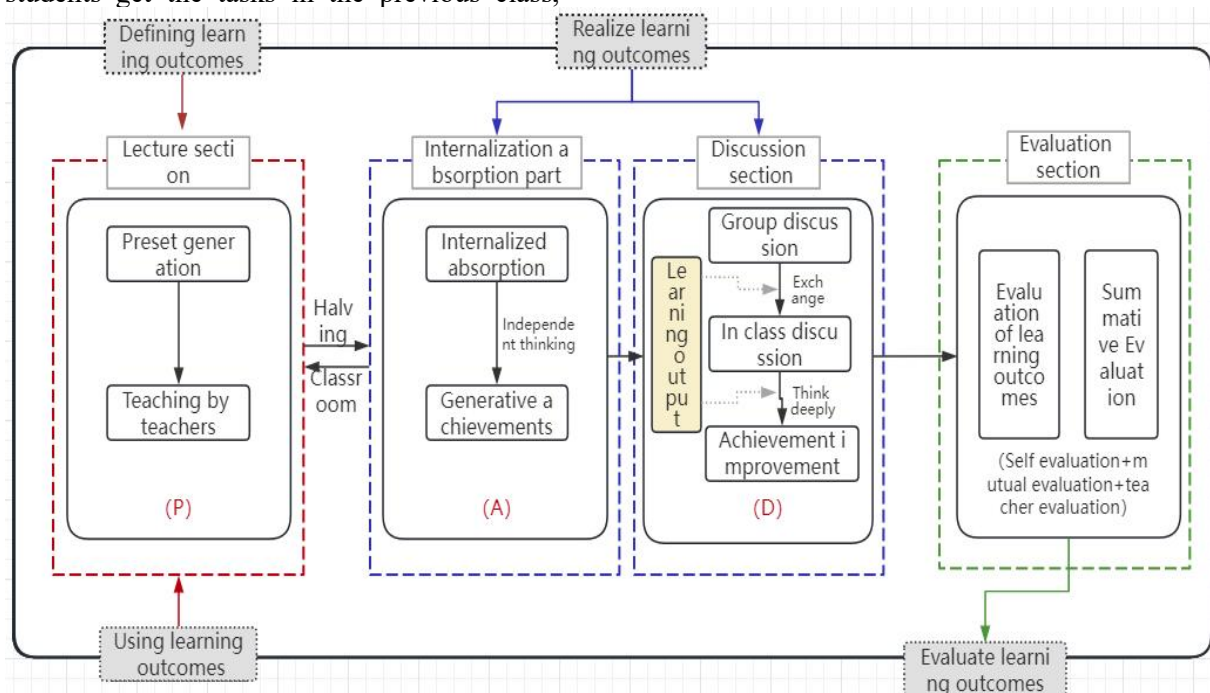


Figure 1. Teaching Process of Bisection Classroom (PAD) based on OBE Concept

3.5. The Design of Curriculum Assessment Mechanism

The course assessment adopts the assessment mechanism of process assessment and result assessment (Figure 2). The assessment mechanism of process evaluation includes homework, attendance, group discussion

performance and classroom notes, etc. The result evaluation evaluates students' learning achievements and effects through the final thesis examination, and objectively evaluates students' learning effects and comprehensive qualities. [8]

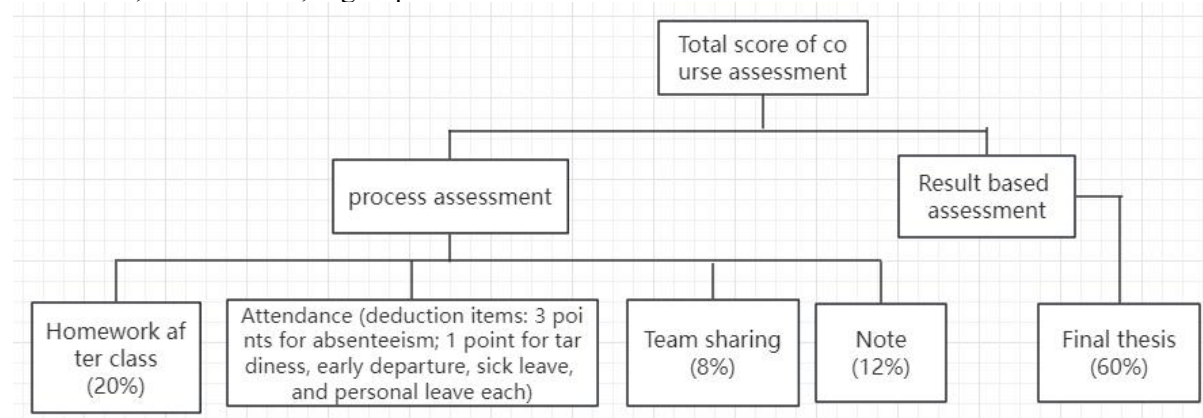


Figure 2. Flow Chart of Curriculum Assessment Mechanism

4. The Design and Application of Classroom Teaching Process

4.1 The Case-driven Progressive Teaching Application

The teaching of responsibility dynamics course is case-driven, based on OBE concept, and takes "fine analysis + strong thinking" as the teaching goal to carry out "foundation + synthesis + innovation" at different levels. The foundation includes basic theoretical knowledge and basic case study;

Comprehensive is comprehensive case study. [9] Select some classic cases and introduce them into the classroom to guide students to learn and analyze. At the same time, through WeChat Group, Learning Communication and other platforms, it can answer the practical problems encountered by students in learning, which provides strong technical support for the course. Case teaching method is beneficial for students to learn and understand theoretical knowledge. Case teaching demonstration (Table 2).

Table 2. Case Teaching Demonstration of Responsibility Dynamics

Lessons	Knowledge point	Case description
2	Understanding Four Doing and 4R4P	Analysis of Four Characters' Characteristics from Journey to the West
3	Laws of four kinds of responsibility digital symbols	Dong Mingzhu's Choice from Million to 100,000 Annual Salary
4	Confused EQ formula of responsibility	Star Sun Li sponsored students to talk about the case of Haiqing being bitten
5	Two-in-one responsibility EQ thinking	Four Development Stages of Rookie in the Workplace
6	Emotional intelligence of responsibility game of choosing one from the other	How to balance human feelings and system.
7	Thinking Wisdom of Responsibility Subject and Object	Empathy-Du Lala's Promotion

4.2 Case-driven Diversified Teaching Implementation and Application

Diversified teaching mode is adopted in the teaching process. Teachers can preliminarily understand students' learning level of this

course through pre-class feedback, and master students' attendance through game class. In the teaching, the course is designed to predict the teaching method [10] (Table 3), and the task-driven classroom teaching is selected.

Table 3. Pre-judgment Teaching Mode of Classroom Teaching

Evaluation interval/teaching method	Allocation of teaching time	Teaching form
0%-50% Leading-subject teaching Five-step teaching method	3/4 Teaching time	Teachers as the main body, guided by "case studies", incorporating cases of responsibility phenomena, such as life cases, workplace cases, short stories, etc.
	1/4 teaching time	Students learn independently, communicate and discuss in groups, and share reports on achievements.
50%-80% Divided classroom teaching	1/2 teaching time	Teachers are the main body, guided by "cases", and integrated into theoretical intensive lectures.
	1/2 teaching time	Students are the main body, teachers guide answering questions, students discuss independently and learn interactively.
80%-100% Conventional flip teaching	Full teaching time	Students are the main body of learning and participate in classroom autonomous learning.

In class, according to the teaching content, teachers use typical cases and cases independently designed by teachers to carry out teaching, and teach key and difficult parts in class to achieve the teaching effect of "fine analysis + strong thinking". Teachers need to study the teaching content and carefully design the teaching process. After class, students can use online resources to consolidate the course content, study homework and knowledge points after class, and organize relevant case search, discussion and sharing in groups.

5. The Teaching Implementation Effect

The reform plan is implemented for 21 international economy and trade and international business, and the teaching effect after the implementation of the plan is

compared with that of 20 similar majors. The comparative dimensions mainly include students' classroom items, teaching satisfaction, average score of teamwork, average score of final examination results and average achievement of curriculum objectives. The results are shown in Table 4. It can be seen that after the implementation of the teaching reform, the key teaching indicators have been significantly improved, and students' interest in learning and case sharing ability have been improved, indicating that the reform has achieved certain results. In order to better cultivate students' responsibility EQ and systematic thinking ability, develop vocational cloud test, organize to participate in various related competitions, optimize teaching effect and improve teaching quality.

Table 4. Comparison of Teaching Effects before and after the Implementation of the Reform Plan

Object	Classroom participation (%)	Teaching satisfaction (%)	Average score of teamwork (out of 30)	Average score of total score of final thesis (out of 100)	Average achievement of curriculum objectives (out of 1 point)
21 International Economics and Trade, International Business	96.5	95.6	27	75.1	0.82
20 International Economics and Trade, International Business	92.5	89.3	25	69.7	0.79

6. Conclusion and Prospect

This paper combines the social demand for personnel training and the training goal of comprehensive quality, reforms and innovates

the teaching content, updates the teaching mode, and improves the course process teaching and evaluation mechanism. From the talent orientation, it solves the cultivation of

innovation and team coordination ability; It solves the problem of emphasizing theory and neglecting training from the course content, the problem of passive learning by students from the teaching mode, and the single problem from the evaluation and examination. This teaching method can improve the teaching quality of general education courses and enhance students' comprehensive quality and social adaptability. Students' satisfaction with courses and teachers has also been improved.

There are still some shortcomings in practice, such as case selection, discussion organization, classroom sharing, etc., which can be improved from the following aspects in the future: First, strengthen the construction of case base; The second is to optimize the design of discussion links; The third is to improve the assessment mechanism; Fourth, strengthen teacher training and management. Through continuous exploration and practice, it is believed that the teaching reform of "fine analysis + strong thinking" driven by cases based on OBE concept will play a more important role.

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