

Research on the Construction of Ideological and Political Education Elements of the "Employment Guidance" Course in the Blended Teaching Mode Based on the OBE Concept

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Abstract: The OBE educational concept is characterized by "output-oriented, student-centered, and continuous improvement", and it is a reverse design concept. The "Employment Guidance" course is a compulsory public course stipulated by the Ministry of Education. It plays a significant role in providing career development and employment guidance for college students, practicing employment-oriented education, and cultivating high-quality talents who can adapt to social needs. Therefore, teachers of employment guidance courses in colleges and universities urgently need to explore the rich ideological and political elements contained in the course knowledge system and integrate them into all aspects of the course teaching. Through practice, it has improved college students' recognition of the employment guidance course and their professional qualities, helped students form correct worldviews, outlooks on life, and values, and established a correct employment outlook. At the same time, the research results of this course are expected to provide references for the construction and effective implementation of ideological and political education in courses such as career planning for college students.

Keywords: Course-Based Ideological and Political Education; Employment Guidance; Obe Concept; Blended Teaching Model; Construction

1. Introduction

OBE is the abbreviation of Outcomes Based Education, meaning outcome-based education, and is also translated as ability-oriented education, goal-oriented education, or demand-oriented education. It is an advanced educational concept. [1] This concept was

initially proposed by American sociologist William Spady and others and has gradually become the mainstream concept of educational reform in Europe and America. The core of the OBE concept is "output orientation, student-centered, and continuous improvement". [2] Different from other educational concepts, outcome-based education (OBE) focuses on learning outcomes (Learning Outcomes), emphasizes that everyone can succeed, and individualizes the assessment of learning outcomes. It highlights the ability orientation and emphasizes that education should provide each student with the ability to adapt to future life. The educational and teaching goals should clearly define the core ability requirements that students need to master and have corresponding targeted courses. The teaching syllabus of OBE teaching design is compiled based on the items of graduation requirements or educational goals (rather than following the chapters of textbooks), allowing teachers and students to clearly understand the relationship between the teaching goals of each class and the graduation requirements, thus truly enabling teachers to "teach clearly" and students to "learn clearly". Traditional classroom teaching has not yet completely broken away from the shackles of scientific education methods. The OBE outcome-oriented classroom requires a transformation from "indoctrination" to "dialogue", from "closed" to "open", from "knowledge" to "ability", from "emphasizing learning over thinking" to "combining learning and thinking", and from "emphasizing teaching over learning" to "student-centered".

BT is the abbreviation of Blending Teaching, translated as blended teaching, also known as the online and offline combined mixed teaching mode. [3] In BT teaching, online

teaching and offline teaching are equal in status, interconnected, and complementary. The BT teaching model requires teachers to fully utilize online and offline resources, stimulate students' initiative and creativity, and achieve high-quality teaching results. Through the online and offline combined blended teaching, students "pre-study" online before class, teachers "lead-study" offline in class, and students "self-study" online or offline after class, etc., the entire process and all aspects are integrated with the OBE concept. In 2022, the total number of college graduates in China exceeded 10 million for the first time, reaching 10.76 million. According to predictions, the total number of college graduates in China will remain at the 10 million level and continue to rise in the next ten years. The employment pressure brought about by the total number of graduates is unprecedented. It is urgent to carry out systematic, comprehensive and precise employment guidance for college students before graduation, so that each graduate has a clear career goal, strong job-hunting skills, and a scientific and reasonable employment outlook, laying a foundation for "good employment and good jobs" after graduation. Therefore, the "Employment Guidance" course is of great importance. Currently, the "Employment Guidance" course has not received the due attention in the curriculum system of Chinese colleges and universities. The curriculum ideological and political education reform mainly focuses on professional courses, and ideological and political education on employment has not been fully integrated into the "Employment Guidance" course. Therefore, based on the OBE concept and the online and offline blended teaching mode, this paper fully integrates ideological and political elements into the teaching of the "Employment Guidance" course, and explores a practical and effective teaching method, which is conducive to improving college students' sense of professional ethics, social responsibility, and establishing a scientific and reasonable employment outlook.

2. Introduction to the "Employment Guidance" Course

The "Notice of the General Office of the State Council on Doing a Good Job in the

Employment of College Graduates in 2007" clearly pointed out that the "Employment Guidance" course should be included in the teaching plan. [4] In 2007, the Office of the Ministry of Education issued the "Teaching Requirements for College Students' Career Development and Employment Guidance Courses", clearly stating that each college and university should, in light of its own actual situation, formulate a scientific, systematic and distinctive teaching syllabus, organize and implement course construction and teaching activities, and actively promote the employment of graduates. [5] Through course teaching, college students should establish a correct employment outlook in terms of attitude, knowledge and skills, rationally plan their future development, and consciously improve their employment ability. According to the "Teaching Requirements", each college and university should design the "Employment Guidance" course system based on its own actual situation and training objectives, and stipulate the minimum class hours. Currently, our school offers two courses, one of which is the "Employment Guidance". This course is a compulsory public course for all students in their third year of undergraduate study, offered in the sixth semester of a four-year undergraduate program or the eighth semester of a five-year undergraduate program. The course has a total of 16 class hours and 1 credit, including 12 class hours of theoretical teaching and 4 class hours of practical teaching.

3. Objectives and Teaching Methods of the "Employment Guidance" Course

According to the "Teaching Requirements", the overall objective of the "Employment Guidance" course is to enhance college students' abilities in terms of attitude, knowledge and skills, thereby promoting employment. Based on the OBE concept and the requirements of ideological and political education on employment, the objectives of the "Employment Guidance" course include knowledge, skills, attitude and ideological and political education. By creating different career development scenarios, students' awareness of career development is

continuously stimulated, and a positive and correct employment outlook is established. Integrating ideological and political elements into the course teaching is not only a process of imparting knowledge, but also an important way to cultivate students' awareness of career development and sense of professional ethics that are in line with the stage of economic and social development. Integrating ideological and political education on employment into the "Employment Guidance" course aims to cultivate all-round talents with both professional skills and good moral qualities, and educate and guide students to enhance their professional identity and social responsibility, and become qualified builders of socialist modernization who can both look up to the stars and keep their feet on the ground.

In the course teaching, teachers adopt an online and offline blended teaching method based on the OBE concept. Before class, the instructor releases the content to be previewed or the topic for discussion online, requiring students to conduct autonomous learning through a combination of online and offline methods, and carry out group discussions. During class, students report their results or give oral feedback in groups. In classroom teaching, the instructor should specifically address the questions raised by students during the pre-class preview, and through group cooperation and discussion, summarize and analyze the students' learning situation. Finally, homework should be assigned. After class, students should review and summarize the learning outcomes of the class, and promptly correct and improve the results of the discussions during the preview stage. Additionally, after the class, the teacher should promptly release the group cooperation learning outcomes from the class and provide extended learning resources, allowing students to continue to deepen and expand the class learning content through a combination of online and offline methods.

4.Characteristics of the "Employment Guidance" Course and the Necessity of Ideological and Political Education

The "Employment Guidance" course, as a compulsory public course and also a public general education course, is highly practical,

instructive, and policy-oriented. Before taking this course, students need to have studied career planning-related knowledge, mastered the basic tools for self-awareness, exploration of the external world, and career exploration, and have a certain understanding of the characteristics and development trends of their major and industry. Through the study of the "Employment Guidance" course, college students can be well-prepared for job hunting after graduation. This course is a comprehensive one that integrates theory, practice, and experience. The practical nature of the comprehensive course requires teachers to make full use of various resources both inside and outside the school and creatively carry out various forms of practical teaching activities, such as combining lectures and discussions by external career guidance experts, outstanding alumni, and professionals in the field to enhance teaching effectiveness. In summary, imparting vocational and employment knowledge is the foundation of this course, cultivating vocational skills is the key, and fostering a correct and reasonable employment outlook, a sense of patriotism and dedication, and humanistic spirit is the core. The successful graduation and employment of students is a test of the quality of talent cultivation in colleges and universities and the implementation of the fundamental task of ideological and political education in higher education. College graduates are the future masters of the country and a talent pool for scientific and technological development. To help college students form correct worldviews, outlooks on life, and values, enhance their ideological and political awareness, professional ethics, correct and reasonable employment outlook, and a sense of patriotism and dedication to the country and a sense of social responsibility, teachers need to reasonably and effectively integrate ideological and political education elements into the teaching of the "Employment Guidance" course, so that ideological and political education and course education can complement and promote each other, achieving the maximum effect of course-based ideological and political education, and ultimately realizing the fundamental goal of cultivating talents for the Party and the country.

5. Construction of Ideological and Political Education in the "Employment Guidance" Course

Course-based ideological and political education is a teaching concept that emphasizes the integration of ideological and political education elements into professional course teaching to achieve the goal of cultivating virtue and talent. The purpose of implementing course-based ideological and political education is to silently sow the seeds of positivity, patriotism, and the pursuit of truth in students' hearts, thereby cultivating talents with both professional skills and noble character. In colleges and universities, course teaching has the most direct and profound impact on the growth of college students and is the main channel for educating and guiding students. Integrating ideological and political elements into course teaching and silently transmitting them to students during the teaching process is a new requirement for teachers of the "Employment Guidance" course in the new era. Theoretically, all courses contain ideological and political elements to some extent, but traditional teaching models often focus on knowledge transmission and skill training. Teachers may be more concerned with how to efficiently convey information and how to use innovative teaching methods to enhance students' interest and learning outcomes. In this case, the exploration of ideological and political elements and the role of ideological and political education can easily be overlooked. To promote the fundamental task of moral education and the effectiveness of employment education in colleges and universities, when designing and implementing employment guidance courses under the guidance of the OBE concept, teachers should focus on the all-round improvement of students' qualities. They should not only impart practical employment skills and knowledge but also integrate ideological and political elements such as Marxist philosophy, socialist core values, correct employment views, excellent traditional Chinese culture, and career planning concepts with Chinese characteristics into the teaching process.

6. Teaching Practice of Ideological and

Political Education in the "Employment Guidance" Course

The goal of ideological and political education in professional courses is not to turn professional courses into ideological and political courses. The integration of ideological and political elements into professional course teaching should also avoid ideological and political education for the sake of ideological and political education. In the educational process, ideological and political education and professional knowledge education should be combined rather than independent. This requires that while imparting professional knowledge, ideological and political education should be integrated imperceptibly, enabling students to be morally and ethically cultivated while learning professional skills. This allows students to naturally receive education in values, morality, and social responsibility while acquiring professional development and employment guidance knowledge. Teachers should consciously seek and explore the ideological and political elements behind each knowledge point during lesson preparation and delivery, and use appropriate teaching methods to integrate these elements with professional knowledge, making them an organic part of the teaching process. The OBE concept is student-oriented, task-driven, and issues learning tasks and discussion topics, allowing students to engage in full-time, multi-space learning both online and offline, inside and outside the classroom. To reflect the achievement of course goals, an evaluation and feedback system for the "Employment Guidance" course should also be established. Based on industry development needs and students' growth and development requirements, the abilities and qualities that graduates should possess should be analyzed, and the knowledge and skills that college students should cultivate should be determined in reverse, thereby clarifying the teaching goals of the "Employment Guidance" course, designing teaching content, selecting teaching methods, implementing teaching activities, and continuously improving to achieve the goal of talent cultivation and meet the needs of employers. [6] Feedback can be provided through evaluation indicators such as the employment direction and

implementation rate of graduates, social contribution, professional matching degree, consistency with career expectations, job stability, and employer satisfaction. The theoretical teaching content of the "Employment Guidance" course is divided into six chapters, namely, preparation before job hunting, resume making, written tests and interviews, job interview etiquette, workplace adaptation and development, and employment policies and practices.

7. Conclusion and Outlook

In recent years, with the increasingly severe employment situation, employment education as an important part of moral education in colleges and universities has been elevated to a new height. By effectively integrating employment ideological and political education into the teaching of the "Employment Guidance" course and deeply constructing a comprehensive and all-round employment education system, it has become an important direction and content for doing a good job in employment. Based on the teaching content, course objectives, teaching methods, and characteristics of the "Employment Guidance" course, this paper integrates employment ideological and political elements and conducts the construction of teaching models and effective teaching practices. Through the online and offline mixed teaching design and implementation based on the OBE concept, overall, relatively good teaching effects have been achieved. [7] First, students' professional ability and quality have improved. Graduates have clearer job-seeking goals, enhanced career planning awareness, and can basically face job hunting with confidence. Second, their employment views, career views, and talent views have become more scientific and reasonable. Through the all-round and full-process integration of ideological and political elements in the course, graduates have a more scientific and rational understanding of the employment situation and career development, can establish a more positive job-seeking attitude, and can basically objectively view their personal conditions and social needs, and comprehensively consider and choose careers and job positions based on reality. Finally, the evaluation of teaching effects has

improved. In recent years, students' satisfaction with the "Employment Guidance" course has been increasing year by year. Students evaluate that the classroom teaching is closely related to current political affairs and the development situation of the country and society, and the theory and practice are fully combined. Students can basically apply what they have learned, and the satisfaction with classroom teaching has also greatly improved. In future teaching practices, it is hoped to further combine the new situation of the employment market, new employment policies, and new characteristics of students, to explore more ideological and political elements and employment education elements, promote the in-depth integration of course education and ideological and political education, and employment education activities, and achieve the goal of improving both knowledge learning and moral cultivation. Ultimately, it aims to stimulate students' awareness of autonomous career development, establish correct and reasonable employment views, rationally plan their future development, consciously improve their employment abilities, promote the all-round and lifelong development of college students, and actively promote the employment of college graduates.

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