

# *Research on Evaluation of University Curriculum Learning under OBE Concept*

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**Abstract:** OBE is fully called Outcomes Based Education, which means the output oriented education concept. Under this education concept, it can more effectively overcome various problems in the process of traditional curriculum learning evaluation, such as incomplete evaluation subject, incomplete evaluation content, etc. Therefore, considering that there are still some problems in the current curriculum learning evaluation mechanism of colleges and universities in our country, it is necessary to carry out relevant research based on the OBE concept, truly realize the close connection between the curriculum evaluation of colleges and universities and the learning output of learning, and give students an objective, accurate and true evaluation of learning achievements through comprehensive qualitative and quantitative analysis.

## 1. Introduction

In view of the problem of the evaluation mechanism of university curriculum learning, it is necessary to complete the design of the curriculum evaluation system based on OBE theory in order to ensure that universities can conduct more objective and fair curriculum learning evaluation for students. Compared with the traditional curriculum evaluation system, OBE's curriculum evaluation system is quite different in evaluation contents, evaluation methods, evaluation analysis and other aspects, which more reflects the need to continuously improve the student oriented concept in the evaluation process.

## 2. Problems in the evaluation of college curriculum learning

### 2.1. Incomplete evaluation subject

At present, the main form of curriculum learning evaluation in colleges and universities in our country is to assess the learning content of the curriculum. Therefore, the current evaluation method of curriculum learning in colleges and universities is relatively fixed, and the content of the evaluation is relatively simple. Basically, the main evaluation of curriculum learning is to carry out a paper based assessment. However, an examination paper obviously cannot objectively, accurately and impartially evaluate the specific situation of students receiving college curriculum learning.[1] As a result, there

is a bias between the evaluation results and the actual learning process of students, and a single evaluation method will also cause the evaluation subject to be incomplete. It can be said that the current evaluation of college curriculum learning can only be evaluated by the students for the amount of curriculum knowledge. Even in the current evaluation of college curriculum learning, students' classroom performance and learning attitude in the course of learning will be integrated. However, since college curriculum includes public courses, which are taught in large classes, not all teachers can be familiar with students' specific learning conditions. Even if it is necessary to evaluate the learning process such as classroom performance and learning attitude, and it will also be affected by the objectivity and authenticity of evaluation caused by teachers' individual cognition. Therefore, at present, due to the limited cognition of teachers to students and the problems in the existing evaluation system of college curriculum learning, it will lead to the inability to evaluate the subject completely, objectively and accurately.

## **2.2. Incomplete evaluation content**

Because the evaluation method of college curriculum learning is mainly the only basis for the evaluation of students' curriculum learning through final examination or thesis writing, it is obvious that this single evaluation method will make it impossible to comprehensively evaluate students' learning. Taking the examination paper assessment method as an example, the examination paper assessment mainly focuses on the students' mastery of the knowledge of the course, and can not examine the students' learning attitude and performance in the course of learning. Therefore, even if the current colleges and universities require teachers to comprehensively evaluate students, the evaluation results need to be evaluated by combining the usual performance results with the final examination results. However, because the evaluation method is too simple, the evaluation content is not comprehensive enough, so under the requirements of comprehensive evaluation, students cannot be given an objective and fair curriculum evaluation to accurately and truly reflect the students' learning.

## **2.3. Unclear evaluation objectives**

The essence of curriculum teaching is to achieve the teaching objectives, so the teaching objectives are the core of teaching activities. Similarly, teaching evaluation is to better judge whether the teaching objectives have been achieved.[2] Therefore, specific evaluation objectives need to be defined, and the evaluated objectives can better determine whether the teaching objectives have been achieved. However, in the process of curriculum learning in colleges and universities in China, influenced by traditional educational thinking, the evaluation objectives are mostly judged by the degree of knowledge mastery, understanding and application, so the assessment methods are also mostly implemented by closed book examination. But in fact, this assessment method can not well test students' mastery of professional knowledge, but more is to assess students' knowledge memory ability. However, the reason why such an evaluation method appears is that there is no clear evaluation goal and no specific determination of what needs to be evaluated, which makes the evaluation method deviate from the teaching goal to be achieved.

## **2.4. The evaluation effect is not ideal**

At present, most colleges and universities in China will complete their professional courses both in learning and evaluation within one semester. By the next semester, students will accept new professional courses, and rarely have access to the knowledge of professional courses they have learned before. Therefore, in such a system, students' specific mastery of a professional course can

only be judged by their final exam scores. Whether there will be any forgotten knowledge points or problems that can't combine theoretical knowledge with practical application can't be judged by the course evaluation results. Therefore, even after the course evaluation, the evaluation effect will not be ideal.

### **3. The construction of evaluation mechanism of university curriculum learning under OBE concept**

#### **3.1. Enriching the evaluation content**

When teaching activities are carried out in colleges and universities, not only the teaching process is the key link, but also the learning evaluation after the curriculum is the key link of teaching, because only by comprehensively evaluating the students' knowledge mastery, their learning attitude, learning performance, and their practical application of knowledge, can we accurately judge the problems that students have in the process of receiving education, and improve the quality and effect of students' learning based on effective problem solving.[3] Therefore, when conducting effective curriculum evaluation, we should also enrich the existing evaluation content, not just limit the evaluation content to students' knowledge and theory mastery, but ignore other evaluation content related to learning. Specifically, teachers should enrich the evaluation content according to the OBE concept, so that the evaluation content can be linked with the learning objectives, and pay attention to the assessment of students' learning results at different levels. In addition, in order to ensure that the curriculum learning evaluation of colleges and universities can better promote talent training and improve the quality of talent training in colleges and universities, when setting the evaluation content, we can also introduce the requirements of society for talents into it, so that schools can evaluate students' learning from the perspective of society, in order to better judge students' learning problems in professional courses and avoid excellent mastery of theoretical knowledge, but there are problems in the specific practice of knowledge.

#### **3.2. Determining evaluation objectives**

The OBE education concept is to reverse the design of teaching activities for the expected results, that is, education is to ensure that students can have professional knowledge reserves and professional technology support when they enter the society in the future, so as to implement the education process. Therefore, this kind of productive education mode, in essence, takes the goal as the core to determine the implementation process in reverse. Therefore, the construction of an efficient curriculum learning evaluation mechanism under the OBE concept also needs to take the evaluation goal as the core to reverse the evaluation method. To be specific, when teachers or schools evaluate students' curriculum learning, their evaluation objectives should not be limited to students' ability to have an excellent grade, but should take the completion of students' learning process and the realization of students' self-worth as the evaluation objectives, so as to reverse the enrichment of teaching means and teaching tools, and improve the original professional classroom teaching design and classroom teaching process design.

#### **3.3. Implementation of evaluation effect**

The focus of OBE teaching philosophy is the output of teaching effect. Therefore, under the OBE teaching philosophy, it is necessary to have an accurate understanding of the teaching results in order to fundamentally evaluate the students' classroom learning results effectively. In the specific application process, the educational administration department of colleges and universities can

analyze the relationship between the current implementation of college courses and their evaluation based on the existing learning situation of the school and comprehensive qualitative and quantitative analysis methods, so as to determine that different courses have corresponding evaluation methods to maximize the evaluation effect. For example, we can connect teaching objectives with students' learning results. By setting diversified and personalized teaching objectives, students can have flexible learning objectives that are most suitable for them. We can give students different evaluation methods based on the learning objectives, so that the evaluation results are also most suitable for the learning and the course, and then the evaluation effect can be better, in order to avoid the evaluation of only results. However, the evaluation results cannot accurately reflect the actual learning situation of students.

### **3.4. Clear evaluation subject**

University course study evaluation under the OBE thought is of great significance in focusing on students' learning investment, promotion and development, and promoting students' employment and comprehensive development. Under the OBE training mode, the choice of the university talent training mode must be found from the subjects. In this process, the role of teachers is no longer a single course teaching evaluation, but to find more accurate answers from the talent demand side and talent users. In the course teaching and learning evaluation of universities, the reform of learning evaluation according to the requirements of the OBE concept is not only an important teaching concept that universities and teachers must actively promote, but also an important link for the society, especially the employers, which should actively participate in. The participation of schools and teachers will affect the curriculum teaching and curriculum evaluation itself, and will affect the curriculum learning evaluation in the short term; and the participation of enterprises and employers is a long and slow process, which is also the real social need for fresh graduates and the real feedback on their curriculum learning evaluation.

Therefore, the key to implementing the OBE concept lies in adhering to the three key points in the teaching objectives, curriculum system and teaching process design: reverse teaching design, student-centered teaching implementation, and continuous improvement of teaching evaluation. Teaching evaluation is an integral part of the university education, and any teaching model or teaching concept must be finally evaluated and certified to prove its effectiveness, value, and practicality. OBE teaching concept of teaching evaluation, is no longer a single evaluation, but with the combination of qualitative and quantitative, teacher evaluation and evaluation of multiple way, guide students to find and solve problems, realize students' cognitive ability and comprehensive quality, teachers can also master the expected results, constantly improve each link in the teaching process, finally achieve the expected requirements of applied talent training goals.

### **3.5. Wide variety of evaluation methods were used**

The way of course learning assessment in universities has a great impact on students' learning assessment. At present, the university course learning evaluation mostly adopts the final evaluation, and rarely adopts the process evaluation. Under the guidance of OBE, a variety of ways should be used. In the evaluation, we should pay attention to the process and the end, pay attention to the students' final performance and the formative performance, and the two are organically linked together, and pay attention to the students' grades and progress. Emphasize the comprehensive evaluation of quality and quantity, pay attention to students' achievement acquisition and learning summary. In the course learning evaluation, the ultimate purpose of using various evaluation means is to achieve the ultimate purpose of evaluation, that is, to promote the improvement of students' comprehensive quality.

In the curriculum teaching, teachers should always adhere to the principle of student-centered, and constantly improve the teaching quality through the research and exploration of the relevant courses. At the same time, the teachers should make an objective, fair, scientific and reasonable evaluation of the students' performance in the course learning. Multiple evaluation methods can fully reflect the role of evaluation and incentive. Teachers should constantly explore and study the diversified methods in the teaching under the new technical conditions, so that the diversified evaluation can play a more important role in the teaching reform and the curriculum quality supervision. In order to promote the curriculum reform, many colleges and universities began to actively explore a set of relatively mature assessment methods, and adopt diversified assessment methods, such as the grade examination, the usual score test and the final examination. Multiple evaluation methods are adopted to ensure that the classroom teaching evaluation indicators are comprehensively, scientific, systematic and objectively reflect the actual teaching situation and students' learning status, and that the evaluation standards are optimized to ensure that teachers can accurately identify and guide the academic factors. Ensure that the evaluation results will ensure that students learn more solidly and more in line with their personal development requirements, and give full play to the function of the evaluation results to ensure the openness and transparency of the evaluation process. Fundamentally guarantee the students' learning status and course content quality can be effectively guaranteed, through the scientific and reasonable selection of education teaching method, to carry out all-round multi-level education teaching reform and practice and exploration, establish and improve the supervision mechanism, build the law of higher education connotative development education quality and management system, formed with its own characteristics of connotative development mode and path. It has played a positive role in promoting the reform of classroom teaching in colleges and universities.

#### 4. Conclusion

In general, through analysis, it is found that there are many problems in the curriculum evaluation of colleges and universities, including incomplete evaluation subjects, incomplete evaluation contents, unclear evaluation objectives, and unsatisfactory evaluation results. In order to effectively solve the above problems, it is necessary for colleges and universities to build a curriculum evaluation system under the OBE education concept. By enriching the content of curriculum evaluation, determining specific curriculum evaluation objectives, effectively strengthening the effect of curriculum evaluation and other ways, they can implement the accuracy and objectivity of curriculum evaluation, and ensure that the results of curriculum evaluation can specifically reflect students' learning and mastery.

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