

Research on Ideological and Political Teaching of University Physical Education Curriculum Based on OBE Concept

Xiaolin Zhu*, Zhen Li, Yang Liu, Yan Yue, Hongyu Xiao

College of Sport and Art, Shenzhen Technology University, Shenzhen, China

**Corresponding author*

Keywords: OBE, university physical education, curriculum politics, teaching system

Abstract: The university physical education curriculum is an essential carrier for cultivating individuals with high moral character. This article aims to explore the explicit and implicit educational functions of the university physical education curriculum, based on the Outcome-Based Education (OBE) concept. It investigates the laws and methods of implementing ideological and political education in university physical education curriculum, providing a reference for how to more accurately and effectively integrate ideological and political elements into the specific implementation of university physical education courses. This study explores the construction path of the university physical education curriculum objectives, curriculum content, teaching methods, and teaching evaluation from the perspective of "curriculum politics" based on the OBE concept and the principle of backward design. The study also focuses on the interaction between key factors in the curriculum, manages the teaching practice process, and forms a closed-loop path for curriculum ideological and political construction, with the goal of providing theoretical references for the construction of ideological and political education in university physical education curriculum.

1. Introduction

In 2014, Professors Shu-Chen Shi and Jin-fen Xu from Shanghai, China, first proposed the concept of "curriculum ideological and political education," marking the beginning of the exploration of ideological and political education in the curriculum. In 2016, the National Conference on Ideological and Political Work in Universities in China emphasized the need to integrate ideological and political education throughout the entire process of education and teaching. Since then, the "Shanghai model" of curriculum ideological and political education has rapidly spread throughout the country. In 2017, the Implementation Outline of the Quality Improvement Project of Ideological and Political Work in Higher Education Institutions stressed the importance of using curriculum ideological and political education as the goal of curriculum reform and constructing a high-quality education system. In 2020, the Guiding Outline for the Construction of Curriculum Ideological and Political Education in Higher Education Institutions specified the overall goals and key content of curriculum ideological and political education, providing a clear

path for curriculum ideological and political reform. In 2023, the National Education Work Conference once again emphasized the fundamental task of fostering morality and promoting comprehensive student development and urged the acceleration of the establishment of a sound and long-term mechanism to promote the physical and mental health of students. Guided by the important speeches and policy documents mentioned above, curriculum ideological and political education in higher education has been fully promoted, but there are still problems such as superficiality and duplicity. The practical challenge that the reform of curriculum ideological and political education in higher education needs to solve is how to achieve the collaborative effect of all disciplines and achieve tangible results that go unnoticed [1].

For physical education curriculum to align and collaborate with other courses, and to achieve greater support and practical effectiveness, it is necessary to find a suitable development path [2]. The OBE (Outcome-Based Education) concept demonstrates a different thought logic from traditional curriculum design to a certain extent, shifting the focus from "teaching" to emphasizing "learning," and considering and selecting what kind of teaching activities are needed based on goals. This transformation can enable the integration of ideological and political elements into the entire teaching process to be more precise, efficient, and flexible [3]. Curriculum politics emphasizes shaping student values from the three dimensions of knowledge, ability, and literacy, thereby unifying talent cultivation and character building. It is both an enrichment of educational philosophy and a reform of educational practice, requiring scientific educational teaching laws and feasible implementation paths as guidance. This article explores the laws and methods of implementing ideological and political education in university physical education curriculum based on the OBE concept.

2. The Concept of OBE Education and the Curriculum Ideological and Political Education Teaching System

2.1. The Concept of OBE Education

Outcome Based Education (OBE) is a new educational concept that advocates for goal-oriented and student-centered learning. It emphasizes that teaching-related content such as curriculum design, practice, and evaluation should all be aimed at supporting the achievement of goals, making teaching work more clear, efficient, and controllable [4]. The OBE educational concept was first proposed by American scholar Spady in 1981 and has now become a mainstream educational reform concept in countries such as the United States and the United Kingdom [5]. In 2016, China formally joined the Washington Accord and launched engineering education certification based on the OBE concept. OBE emphasizes four questions: First, what learning outcomes do we want students to achieve? Second, what are the reasons for students to achieve learning outcomes? Third, how do students achieve learning outcomes? Fourth, how do we test whether students have achieved learning outcomes [6]?

2.2. Curriculum Ideological and Political Education Teaching System Driven by OBE Concept

By the reverse design principle of the OBE concept, the ideological and political education teaching system of university sports curriculum needs to determine several aspects such as curriculum objectives, curriculum content, teaching methods, and teaching evaluation, with clear support relationships among various dimensions. The central link is the determination of curriculum objectives and the selection of curriculum content. The selection of the teaching implementation path should be guided by the objectives, and the elements contained in it should be designed based

on the premise of achieving the objectives. The teaching evaluation should also follow the principle of starting with the end in mind, and the overall framework should highlight the results-oriented approach and the student-centered principle [7].

University sports curriculum has their particularities. From a macro perspective, the ideological and political goals of the university sports curriculum need to consider the common characteristics of various specialties and coordinate them according to the curriculum objectives of the "Guidelines for Higher Education Physical Education Teaching." From a micro perspective, a university sports curriculum includes multiple different specialties, and in the classroom practice process, the teaching objectives, content, implementation, and evaluation should consider the characteristics, features, and traits of the specialties. They should form an organic whole that is both mutually unified and independent based on the ideological and political goals of the university sports curriculum. The construction of the teaching system of the ideological and political curriculum cannot be simply understood as the "sum of course and ideological and political elements." It is not the implantation of ideological and political elements in a certain class or a few knowledge points. It needs to form a teaching system with a complete logical relationship, systematically and planned to integrate ideological and political elements into curriculum objectives and content, and select teaching methods and strategies that have a supportive role to promote fruitful results in teaching practice [8].

3. Curriculum Design for Ideological and Political Education Based on the OBE Concept

3.1. Establishing Curriculum Objectives with Outcome-based Orientation

Based on the OBE concept, the core task of ideological and political education in university physical education curriculum construction is to determine the ideological and political education goals of university physical education curriculum. To determine the ideological and political education goals of university physical education curriculum, it is necessary to first interpret national guiding documents such as the "Guidelines for Physical Education Teaching in Higher Education Institutions" and the "Basic Standards for Physical Education in Higher Education Institutions." In addition, it is necessary to analyze social demands for talent, clarify the training objectives of schools for students, and coordinate the commonalities and individualities of different sports projects. Only by comprehensively analyzing from different levels can the ideological and political education goals of university physical education curriculum be condensed into relatively focused and practical ones [9]. The "Guidelines for Physical Education Teaching in Higher Education Institutions" explains the content of the goals of college physical education curriculum from five aspects: sports participation, sports skills, physical health, mental health, and social adaptation. By integrating the guiding principles for effectively integrating knowledge and skills, processes and methods, emotional attitudes, and values of physical education curriculum with ideological and political education, the ideological and political education goals of university physical education curriculum can be sorted from three dimensions: knowledge, abilities, and literacy. Ultimately, these goals reflect the fundamental task of cultivating students' moral character [10].

The curriculum objectives of each different sports project are the core fulcrum for achieving the objectives of university physical education curriculum. Although the course objectives of each project are based on and guided by overall objectives, in the specific teaching practice process, the course objectives of each project will have their emphasis according to the characteristics of the project. In aspects such as cultivating students' perseverance, solidarity, and rule-abiding qualities, all sports projects can find entry points for ideological and political elements. However, in terms of cultivating students' understanding of traditional culture and developing their cultural confidence, martial arts projects would be a more suitable carrier, and in terms of cultivating good

communication and cooperation spirit, sports projects such as football with team organization as the main form are easier to achieve. The curriculum design subject needs to recognize that the precise selection of the combination of curriculum objectives and ideological and political elements for each project does not mean that other projects do not have the possibility of achieving this goal, but the teaching subject needs to realize that no course is omnipotent. Similarly, the same sports project has comparative and superlative degrees in different functions, with strengths and weaknesses, and similarly, different sports projects also have hierarchical differences in the same function [11]. Carefully analyzing the characteristics, features, and characteristics of this project, finding the advantageous combination point of this project and ideological and political elements, and using appropriate teaching strategies to accurately achieve the teaching objectives of this project in a limited teaching period is more scientific and efficient than the fusion method of "taking everything in a large package" and can also better avoid problems such as a cluttered and chaotic teaching system [12]. Different sports projects should exert synergistic effects, fully tap their advantages, find the best-fit point between themselves and ideological and political elements, and jointly cultivate the ideological and political education of university sports curriculum.

3.2. Selecting Curriculum Content and Establishing a Knowledge System Framework

By the OBE teaching concept, to achieve the ideological and political objectives of university physical education curriculum, it is necessary to focus on selecting course content that supports these objectives. For a long time, university physical education curriculum have emphasized the teaching of physical skills while neglecting the exploration of the values that can be instilled through sports [13]. After clarifying the ideological and political objectives of the curriculum, it is important to construct ideological and political content that supports the achievement of these objectives. The "Guidelines for the Construction of Curriculum Ideological and Political Education in Higher Education Institutions" provide clear guidance on the overall content of ideological and political education in curriculum.

The clarification of the ideological and political education content in university physical education curriculum should be guided by the spirit of relevant documents, and the teaching outline should be developed based on the characteristics of different sports projects to standardize, visualize, and control the integration of ideological and political elements [14]. Before clarifying the ideological and political education content of the curriculum, the knowledge framework of university physical education curriculum needs to be sorted out. This framework includes relevant theoretical knowledge about sports projects, as well as procedural knowledge related to skills application that requires summarization and exploration to internalize [15]. The integration of ideological and political elements needs to be based on the knowledge system of university physical education curriculum to effectively avoid superficiality. Taking the example of sports dance projects, the correct view of the dialectical relationship between foreign and traditional cultures can be integrated into the explanation of theoretical knowledge. The appreciation of outstanding Chinese sports dancers' performances and the display of excellent dance works based on Chinese traditional culture can be incorporated into the teaching of competition appreciation to cultivate students' patriotism and cultural confidence. After teaching dance combinations, guiding students to create their movements can stimulate their innovative consciousness and cultivate their cooperative spirit. Under the guidance of OBE concept, the selection of teaching content for different sports projects will be targeted and traceable, allowing students to grow in the fertile soil of ideological and political education in the curriculum [16].

The selection of curriculum content should not be limited to horizontal integration, but the vertical connection is also an important aspect in achieving the ideological and political education

goals of university physical education curriculum. Sports skills are the "origin" of university physical education curriculum, and this is indisputable no matter how the course is reformed based on any theory. On this premise, organizing extracurricular physical exercise around sports skills, purposefully, planned, and with regular frequency can not only improve students' specialized skills but also guide them to transform sports into a lifestyle, thus cultivating their awareness of lifelong exercise. In addition, guiding students to organize extracurricular competitions as organizers and participants can also cultivate their qualities of cooperation, solidarity, a sense of responsibility, and awareness of rules. The organic combination of in-class and out-of-class curriculum content can enable the construction of ideological and political education in university physical education to have depth and breadth, and the ideological and political elements can silently permeate students throughout the whole process both inside and outside the classroom, ultimately achieving the goal of ideological and political education in the curriculum [17].

3.3. Clarify Teaching Methods and Strengthen Goal-supporting Means

Table 1: Teaching methodologies for ideological and political education in university physical education curriculum based on the OBE concept.

Curriculum ideological and political education objectives	Teaching content	Teacher's teaching methods	Strategies for Student Learning
Upon mastering the theoretical knowledge of various specialized fields, students are expected to foster their ability to think dialectically, exercise independent judgment, collaborate effectively, and demonstrate a strong sense of responsibility.	Theoretical knowledge related to the project	Before class, relevant learning materials will be sent to students. During class, timed group competitions will be designed to promote inter-group cooperation and healthy competition, and group points will be awarded accordingly. After class, a collection of interesting and practical knowledge-based short videos will be shared with students based on their needs.	Before the class, the group leader will assign learning tasks to complete the study of key concepts. During the class, students will participate in knowledge contests to earn points for their respective groups. After class, students can choose short videos to watch and learn according to their interests and needs.
To cultivate student's ability to exercise their bodies using specialized skills, foster a spirit of active learning and diligent practice, and establish a sense of solidarity, harmony, and friendship within the team, while also nurturing a consciousness of assuming responsibility proactively and striving for win-win outcomes. To instill in students the habit of lifelong physical fitness, promote awareness of sportsmanship and social norms, enhance communication and cooperation skills within the team, and encourage correct handling of the relationship between collaboration and competition.	Specialized skills	Before class, send instructional videos explaining the technical movements. During class, teach the skills and guide students to practice and showcase them in small groups, then evaluate and award points for their performances. Organize extracurricular sports activities and competitions as well.	Before class, students should review the technical movements. During class, they should learn attentively and the group leader should guide members to help each other and work together to complete the skill demonstration, striving to earn points. They should actively participate in extracurricular sports activities and contribute to organizing, participating in, or refereeing competitions as much as possible.
To cultivate in students a sense of competition that drives them to persist in the face of setbacks, constantly strive to improve, unite as a team, and strive for outstanding achievements; to refine students' psychological resilience and ability to cope with stress and setbacks; to foster in students a sense of responsibility, a focus on the big picture, and a commitment to public service and following rules.	Team games	While ensuring that skill learning is not affected, incorporate selected quality-enhancing games into the classroom or extracurricular physical activities with a planned, frequent, and selective approach. Maintain order during the games, ensure fairness, observe and record student performance accurately for scoring, and ensure safety throughout the game.	Participate in games as a team, abide by the rules, undertake corresponding roles during the game, and strive to earn points for the team while ensuring safety throughout the game.

According to the OBE concept, the selection of teaching methods must serve the realization of the ideological and political goals of the curriculum. If the curriculum construction is compared to building a high-rise building, then the curriculum goals are the blueprint of the building, the curriculum content is the construction material, and the teaching method is the means and tools to build and achieve it. Unlike skills teaching, ideological and political elements are present in a more

implicit way in the classroom. If theoretical indoctrination is used for implantation, students will not only find it difficult to resonate but also turn the originally lively physical education classroom into a preaching session. Rogers believed that the cultivation of individual personality and accomplishment requires the subject to participate in the practice process, produce experiential results in the activation process, and ultimately achieve the goal of shaping individual emotions, attitudes, and values [18]. Guided by the OBE concept, the selection of teaching methods must serve the ideological and political goals of the curriculum. The main organizational form is team teaching, combined with inquiry-based learning and project-based learning methods. In this process, quality-enhancing team games are planned to be added, allowing the learning subjects to participate to the fullest extent in the teaching activities. This can effectively promote the occurrence of behaviors such as active observation, analysis, creation, organization, and cooperation of students, thereby forming attitude transformation and value shaping [19]. This teaching method is universally applicable to all curriculum in university sports, as shown in Table 1.

This team-based experiential teaching method can achieve targeted situational design, participant personal experience, perception of the underlying concept, cognitive gain through reflection, behavioral change, and the realization of attainable goals in a closed-loop process [20]. In summary, students engage in role-playing during team activities, leading to deep reflection on encountered issues, and a more intuitive understanding of the ideological and political elements therein, which can be externalized in form and internalized in mind.

3.4. Deepen Teaching Evaluation and Establish a Closed-loop Control Path

The conventional evaluation approach for university physical education curriculum focuses primarily on skill assessment and teacher judgment, emphasizing the attainment of skill transfer goals. However, the outcome-based (OBE) education concept, which centers on students and their learning outcomes, prioritizes evaluation based on student-centered assessment. In the context of ideological and political education in physical education curriculum, the evaluation must assess the development of students' political literacy. However, evaluating political literacy is difficult to quantify objectively in the same way as skill assessment. Therefore, the teaching subject must develop an evaluation approach and indicators based on course objectives throughout the teaching process, ultimately achieving an assessment, summary, and improvement of the effectiveness of ideological and political education in the curriculum.

Based on the OBE concept, the evaluation of ideological and political education in university physical education curriculum has shifted from a result-based evaluation approach with an emphasis on skill assessment to an approach that advocates for the recording and evaluation of the student learning process, achieving a collaborative and unified evaluation of process and result. As shown in Table 2, on one hand, teachers evaluate student attendance and classroom performance at the individual level and evaluate students' process at the team level in terms of in-class learning activities, extracurricular activities, and participation in competitions, assessing students' self-management and participation depth in team activities. On the other hand, combining students' individual skill assessment scores with the team activities' ranking and total points obtained, the result evaluation reflects the student's mastery of personal physical skills and the quantification of their performance in team activities. The "process + result" evaluation method can comprehensively understand the students' development level in terms of knowledge, skills, and literacy, and has a strong supporting role in achieving the goals of university physical education ideological and political curriculum, while also achieving a comprehensive consideration of the explicit and implicit functions of university physical education curriculum.

Table 2: The instructional assessment approach of "process+result" based on learning outcomes forms the foundation of this pedagogical framework.

Learning outcomes		Assessment of Learning Outcomes (Percentage Allocation)					
The contents of the outcomes		Process evaluation(60%)				Outcome evaluation (40%)	
		Individual(20%)		Teams(40%)		Individual(10%)	Teams(30%)
Level 1	Level 2	Attendance	Individual performance in the classroom	Classroom group performance	Extracurricular group performance	Assessment of skills	1.Knowledge quiz score;
Knowledge	To foster the development of dialectical thinking through rote memorization of theoretical concepts			1. Performance in theoretical knowledge quiz competitions 2. Skills demonstration achievements 3. Fulfillment of group learning roles 4. Participation in team games 5. Contribution to the team's overall score 6. ...	1.Participation in extracurricular sports activities 2.Participation in competition organization activities (volunteers, judges, planners, etc.) 3.Competition ranking 4.Team role performance 5. ...		2.Skill demonstration ranking; 3.Team game points; 4.Record of frequency of participation in extracurricular activities; 5.Record of frequency of participation in competitions; 6.Competition ranking; 7. ...
	Cultivate the habit of lifelong exercise using specialized skills						
	The ability to establish harmonious relationships within a team						
Abilities	Ability to follow rules and manage the balance between cooperation and competition						
Literacy							

4. Conclusion

This study conducted a reverse design exploration of the ideological and political education system in university physical education curriculum based on the OBE concept. This approach is goal-oriented and focuses on organizing targeted teaching activities at each stage, emphasizing the interaction between key factors in the course, and managing the teaching process. The construction of the curriculum involves four stages: determining course objectives and providing expected results, selecting course content and establishing a knowledge system core, clarifying teaching methods and enhancing goal support measures, and deepening teaching evaluation and creating a closed-loop control path. This exploration provides theoretical references and path guidance for how to more accurately and effectively integrate ideological and political elements into the implementation of university physical education curriculum.

Acknowledgment

Shenzhen Technology University 2022 University-level teaching research and reform project "Research on the construction of the education system of university physical education curriculum in the context of "curriculum politics"" (Project number: 20221046).

References

[1] Wang X. J. & Shi Y. (2020). *The connotation, characteristics, difficulties, and coping strategies of curriculum thinking in the new era. Journal of Xinjiang Normal University (Philosophy and Social Science Edition) (02), 50-58. doi:10.14100/j.cnki.65-1039/g4.20191125.001.*

- [2] Zhao F. X., Jiao J. Y. & Zhao P. (2021). A study on the doctrinal significance and practical orientation of the construction of the ideological politics of physical education courses in the context of "establishing moral education for people". *Journal of Beijing University of Physical Education and Sport* (03), 72-81. doi:10.19582/j.cnki.11-3785/g8.2021.03.007.
- [3] Su F. & Li M. L. (2018). Building a teaching and assessment system for general education courses based on the OBE concept--Tsinghua University as an example. *Research on Higher Engineering Education* (02), 129-135.
- [4] Li L. H. & Qian J. W. (2022). Reconstructing the practical curriculum of preschool education based on the OBE concept. *Educational Development Research* (06), 24-30. doi:10.14121/j.cnki.1008-3855.2022.06.012.
- [5] Wang Y. Q., Hu G. L., Duan, Y. G. & Chen X. F. (2019). Output-oriented curriculum teaching: design, implementation, and evaluation. *Research in Higher Engineering Education* (03), 62-68+75.
- [6] Wang T., Li B. & Bu S. M. (2022). Three-dimensional construction of the generation path and nurturing mechanism of the thinking and political value system of physical education courses. *China Sports Science and Technology* (12), 43-50. doi:10.16470/j.csst.2021106.
- [7] Deng J. J. Guo Y. Y. & Wu S. Y. (2018). Practice and Exploration of Workshop Teaching in OBE Model. *Laboratory Research and Exploration* (11), 242-246+251.
- [8] Li Z. (2014). An analysis of the results-oriented concept of professional accreditation in engineering education. *Higher Education in China* (17), 7-10.
- [9] Xu H. Y., Li Y. Y. & Li Y. (2022). A Study on Curriculum Civics Teaching in Accounting Courses in the New Era. *Finance and Accounting Newsletter* (14), 28-32. doi:10.16144/j.cnki.issn1002-8072.2022.14.030.
- [10] Bao J. C. (2013). A review of the objectives of physical education courses in general colleges and universities--reflections on the revision of the Guideline for the Teaching of Physical Education Courses in National General Colleges and Universities. *Journal of Shandong Institute of Physical Education* (02), 105-109. doi:10.14104/j.cnki.1006-2076.2013.02.022.
- [11] Xia G. X. & Shu Z. L. (2020). The construction of a system to improve the quality of physical education courses in colleges and universities from the perspective of curriculum thinking and politics: the example of Huazhong Normal University. *Journal of Physical Education* (04), 7-13. doi:10.16237/j.cnki.cn44-1404/g8.2020.04.001.
- [12] Ren P. & Li Y. (2021). Key variables, basic principles, and promotion paths of the construction of curriculum thinking and politics. *Journal of Ideological and Theoretical Education* (08), 115-121. doi:10.16580/j.sxlljydk.2021.08.018.
- [13] Wang L. & Zhou D. Y. (2022). Research on the teaching of Civics in the curriculum based on the OBE concept--an example of accounting. *Finance and Accounting Newsletter* (14), 24-27. doi:10.16144/j.cnki.issn1002-8072.2022.14.024.
- [14] Liu X. Y., Li R. L., Yang, H. X., Li, Q. H., Lv C. S., Gu D. W., & Ran, T. H. (2020). Research on the reform of mechanical principles based on the OBE concept in the context of new engineering. *Mechanical Design* (S2), 23-26. doi:10.13841/j.cnki.jxsj.2020.s2.006.
- [15] Fang X. W. & Shi H. B. (2020). "Student-centered" university physical education course teaching design research. *Journal of Physical Culture* (06), 98-102.
- [16] Cui L. L., Liu D. L. & Zhang, Z. Y. (2022). The Value Implication, Practice Direction and Guarantee Mechanism of the Reform of Civic Science Teaching in Higher Education Courses. *Journal of Beijing University of Physical Education and Sport* (06), 25-35. doi:10.19582/j.cnki.11-3785/g8.2022.06.003.
- [17] Zhang X. (2022). The theoretical basis and practical path of the construction of the ideological politics of university sports club courses in the context of "three comprehensive education". *Journal of Sports* (01), 118-123. doi:10.16237/j.cnki.cn44-1404/g8.2022.01.012.
- [18] Yang, B. (2005). Exploration of strategies for cultivating emotions, attitudes, and values in the new curriculum. *Teaching Study* (03), 212-214.
- [19] Xing Y. Q., Lu B. Y., Shi J., Chen, S. J. & Qi Z. J. (2016). Exploration of a student-oriented experiential teaching model--from knowledge to wisdom. *Research on Higher Engineering Education* (05), 122-128.
- [20] Tian F. & He Y. J. (2020). A sociological analysis of team behavior based on MOBA games. *Chinese Youth Studies* (08), 65-73. doi:10.19633/j.cnki.11-2579/d.2020.0118.