

Exploration and Practice of the Construction of College Curriculum Civics Based on the Concept of OBE

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Abstract: Under the background of education reform, colleges and universities should pay attention to the construction of college programmes and explore a feasible construction path based on the OBE concept. This paper takes the exploration and practice of efficient Civics course construction based on OBE concept as the research content, firstly, introduces the concepts of OBE and course Civics, then proposes the efficient Civics course construction path from the perspectives of collaborative planning and design, positive implementation, and continuous optimisation, finally draws the corresponding conclusions, and hopes that the research in this paper provides theoretical support for the development of college education.

1. Introduction

In 2020, the Ministry of Education issued an outline for the construction of Civics and Politics, pointing out that colleges and universities need to take students as the centre, take output as the guide, continuously optimize the curriculum, bring students a good learning experience and let them master the correct learning method, and eliminate the emergence of the problem of labelling and double-skinning. The programme provides new ideas for the construction of Civics in colleges and universities. It is suggested that colleges and universities take the outcome-oriented theory as an entry point to explore the construction path to meet the educational demand goal of cultivating bicultural talents.

2. The Concepts of Curriculum Thinking and OBE Concepts

2.1. The concept of curriculum ideology and politics

Curriculum Civics refers to the educational concept of integrating all kinds of professional courses with the Civics courses by constructing a pattern of parenting and forming a synergistic effect, the educational task of this concept is to cultivate morality and nurture people, and the pattern of parenting covers the whole process, the whole staff, and the whole course. In the past period of time, the problem of Civic and Political Education in colleges and universities has always

existed, which is specifically manifested in the inability to integrate with professional teaching, independent of each other, and falling into a silo predicament. In the construction of Civic and Political Education, human education should be prioritized as the starting point instead of solely focusing on the creation of Civic and Political Classes. This approach emphasizes the need to define the central focus of teaching reform in order to fully leverage the role of classroom instruction in promoting human education. By integrating Civic and Political Education throughout the entire educational process, teachers can emphasize the importance of civic and political knowledge across various disciplines. This integration of educational resources ensures that teachers implement their responsibility of fostering civic awareness and understanding.

2.2. OBE

OBE refers to the education model based on learning output, and in the process of formulating the curriculum system and teaching standards, it mainly takes the graduation standard as the starting point, and on this basis, it completes the implementation of the teaching programme. After research, foreign educators believe that OBE is to focus and organise the education system so that students can gain successful experiences through learning. Under the OBE concept, colleges and universities should have a clear perception of the abilities possessed by graduates, so as to create favourable conditions for the optimal design of the educational structure.

3. The current situation of the construction of the ideology and politics of the university curriculum

At the present stage, there are still many problems in the construction of the ideology and politics of college courses, which are specifically manifested in the following aspects.

3.1. Curriculum politics has not been given enough attention

Some colleges and universities have yet to improve their understanding of course politics, which is specifically manifested in the fact that a considerable part of college teachers do not understand the connotation of course politics, and believe that its relationship with the professional courses, belonging to the containment and inclusion, and believe that the course politics is a form of the ideological class, if the emphasis on the course politics, it will play a counterproductive role. In addition, there is a deviation between curriculum Civics and professional teaching concepts, some teachers think that professional courses are the most important, although permeated with elements of Civics, but the educational attitude is very perfunctory, resulting in the implementation of the curriculum Civics education effect deviation.

3.2. There is a lack of rules and regulations for the construction of Civic and Political Education in the curriculum

Civic politics of the university curriculum belongs to a complex and systematic project, but at this stage, some colleges and universities have not established perfect rules and regulations for the course of Civic Politics. The reason for this is that there are fewer studies on the Civic Politics of the curriculum, and although colleges and universities have established rules and regulations, there is still the problem of stereotyping. In addition, most colleges and universities only pay attention to teaching, but ignore the cultivation of people, so they invest most of their energy in professional teaching, and the implementation of curriculum ideology and politics is not strong enough. Moreover, the synergistic mechanism has not yet been built between curriculum Civics and

professional programmes, resulting in the inability to communicate with each other between professional and Civics and the difficulty of sharing resources [2].

3.3. The problem of two skins is serious

The penetration of the elements of Civics and Politics in the professional courses can not be rigid, otherwise the mechanised combination can not achieve the goal of curriculum integration, and the two-skin goal is created. After analysing, it is known that the reason for the above problems is that teachers lack the knowledge of the objectives of Civic-Politics in the courses, and they can only obtain the Civic-Politics content in the traditional way, without digging deep into its connotation. In addition, the backwardness of the teaching method and the inability to grasp the key points between the integration of the courses are also important causes of the above problems.

4. The path of Civics programme construction in colleges and universities under the concept of OBE

In the process of course Civics construction, the university should pay attention to its own role, which mainly includes means to provide leadership, supervision and guarantee for the course construction, and at the same time, it should also coordinate with different faculties and teachers, so that they can actively and enthusiastically participate in the construction of Civics courses.

4.1. Collaborative planning and design

4.1.1. Programme design

For colleges and universities, the implementation of the Civic and Political Programmes belongs to the top-level design, which targets all majors, courses and teachers in colleges and universities, and improving the quality of education is the basic goal of the implementation of the programmes, in short, it is necessary to build a teaching system in which the Civic and Political Programmes, the professional courses and the general education courses are synergistic with each other, and to build a pattern of total education, so as to achieve effective integration of various educational resources. Under the OBE concept, colleges and universities should take this concept as the basis to adjust their professional training programmes, select suitable teaching cases, and determine the sample courses according to student feedback and teaching effects, and at the same time, pay attention to guiding and fostering professional and elective courses with civic-political functions, and run evaluation standards. Taking a university as an example, it revises the current personnel training programme around the above requirements and, on this basis, formulates an implementation plan for the construction of courses on civic and political affairs, through which it does a good job of constructing model courses and realizes point-by-point and synergistic promotion.

4.1.2. Formulation of construction plan

At this stage, the construction of the Civics and Politics curriculum is perceived as a crucial element of top-level institutional design in colleges and universities, with the primary focus being on colleges, professional courses, and faculty members. The core objective is to foster synergies in Civics and Politics education, serving as the foundation for creating distinctive professional systems across various majors. The intent is to facilitate collaboration among educators within higher education institutions, ensuring the synchronized development of all courses. The anticipated educational outcomes encompass the establishment of unique courses, talent development programs, specialized curricula, and the strategic planning for the integration of Civics and Politics courses. To

achieve these objectives, colleges must meticulously strategize the implementation of Civics and Politics courses within their academic programs.

4.1.3. Curriculum teaching design

Curriculum design belongs to the important content of the construction of the college's civic politics curriculum, whose target includes all teachers and students, and is the basis for the implementation of the objectives, methods and processes of the course's civic politics teaching, of which classroom teaching is the starting point for its development, in short, it is the embodiment of the goal of educating people in the course syllabus, at the same time, using the course content as the entry point, doing a good job in mining the elements of civic politics and integrating them with the professional course's teaching programme, in order to Ensure that students can implicitly accept the education of ideology and politics. In order to achieve the expected teaching goals, teachers should change their own educational awareness, improve their political literacy through learning, and be able to find the elements of ideology and politics in different courses, and use the corresponding teaching methods to make the ideology and politics education implemented.

4.2. Positive implementation

After the synergistic planning and design is completed, it is necessary to do a good job of positive implementation by increasing training efforts and optimising the training programme and course syllabus, and to produce the corresponding results. Specific measures are as follows:

4.2.1. Increase training efforts

In the context of the new era, colleges and universities should adopt diversified teaching methods so that teachers can combine professional and ideological content. Taking a university as an example, the university integrates curriculum Civics and Politics into its programmes such as Teachers' Moral and Teachers' Style Construction, Report Lectures and New Teachers' Orientation, and organizes teachers to participate in online thematic trainings, such as enhancing the effectiveness of moral education and building the quality of curriculum Civics and Politics, which prompts the teachers to form an awareness of Civics and Politics education and to enhance their teaching ability. In addition, the faculties within the university co-operate with each other to form a team of teachers to participate in workshops, which will be used as an entry point to improve the level of Civic and Political education of the teaching staff^[3].

4.2.2. Mining of the elements of Civic and Political Science

To make the nurturing function of the curriculum realised, it is vital to excavate the Civic and Political elements in the curriculum. To this end, it is necessary for college teachers to sort out the content of the curriculum, and explore the path of Civic and political education from a multi-dimensional perspective under the premise of ensuring the scientific and logical nature of the knowledge system of the curriculum. For example, teachers can dig out the elements of ideology and politics embedded in the course content from the dimensions of value, behaviour and emotion, and explore the teaching methods of infiltrating the elements of ideology and politics. In addition, colleges and universities should also do a good job of constructing high-quality courses, and at the same time use education and teaching research projects as an orientation, so that the coverage of the elements of ideology and politics can be further expanded. Take the mission statement of the key construction project as an example, in this document, teachers are required to extract the elements of Civics and Politics and design teaching programmes that are suitable for Civics and Politics education. The construction of quality courses, on the other hand, requires teachers to optimise the teaching design method with the purpose of mining the elements of Civics and Politics, and at the

same time increase the teaching carriers. All in all, mining the elements of Civics and Politics in the curriculum is an important part of the positive implementation, and for this reason, colleges and universities should pay great attention to it.

4.2.3. Carrier innovation

Teaching design and classroom mobility are important factors affecting the quality of the programme's civic education, so in the course teaching design process, based on the OBE concept, should do a good job of teaching methods and carrier innovation. In the actual teaching stage, college teachers need to pay attention to the students' classroom performance, and use their own rich knowledge and emotions to enhance the interest of classroom teaching, so that students can accept the Civic and political education during the subtle period, so as to make the depth and temperature of the course significantly improved. Taking the course lesson plan template as an example, teachers should dig into the elements of Civics and Politics in accordance with the teaching requirements and incorporate the elements of Civics and Politics in the process of teaching design. At the same time, colleges and universities should also collect typical cases of course teaching, so as to encourage teachers to combine professional knowledge with the elements of ideology and politics in the teaching process, and to innovate the teaching methods, such as case teaching methods and thematic teaching methods. In addition, in the classroom teaching design competition, the course design ideas should be elaborated and the corresponding theoretical basis should be produced in the course of lecture. In the teaching session, it shows how to convey the concept of ideological education during the subtle period and cultivate students to form correct ideological values.

4.2.4. Construct evaluation and incentive system

In order to enhance the effect of educating people, it is especially crucial to do a good job of process evaluation, in short, it is in the evaluation and incentive system, the results of the construction phase of the course of the ideological and political construction into it. For example, in the course syllabus, it is necessary to integrate quantitative evaluation and validity test, and enhance the accuracy of the evaluation results through subjective and objective evaluation, so that it can truly reflect the teaching quality of the Civics programme. In the evaluation form of student evaluation and supervisor evaluation of classes, increase the evaluation content, such as classroom satisfaction, student recognition, and the effect of educating people. In the evaluation of typical teaching texts, the evaluation is carried out for the effect of digging into the elements of Civics and the value of nurturing. For cases with high ratings, titles and financial incentives ^[4] should be given to motivate teachers and teams to participate.

4.2.5. Result Orientation

To achieve successful outcomes, such as outstanding projects, exceptional teachers, and remarkable case studies, various measures should be implemented and results should be publicized effectively through the use of videos, case summaries, and display boards. Additionally, teachers should be motivated to engage in professional development opportunities, including participating in high-quality courses and collaborating within teacher teams. Furthermore, regular knowledge-sharing sessions should be organized to enhance teachers' expertise and confidence in their roles as Civic Teachers. This continuous learning and sharing of experiences will empower teachers to continuously refine their teaching methodologies in the future.

4.3. Continuous optimisation

During the positive implementation stage, new problems will appear, and after evaluation and

analysis, the causes of the problems will be clarified and a path to solve them will be found, so it is necessary to incorporate improvement measures into the subsequent implementation stage, so that the process of building the Civics and Political Science curriculum will become a process of continuous optimisation and improvement. The main points are as follows.

4.3.1. Continuous improvement of the implementation programme

After the release of the Outline, universities need to make continuous improvements to the old implementation programme and formulate opinions on the implementation of the Outline, stressing the importance of the team building of the Civic and Political Teachers, and at the same time, do a good job of integrating the cultivation of teaching materials, so that it is reflected in the whole teaching process, to ensure that all majors can launch excellent cases, to provide material support for the creation of special Civic and Political Education courses.

4.3.2. Improvement of course evaluation

The improvement of course evaluation is mainly to take value leadership as an important index in the teaching evaluation process, which is a key point to measure the quality of the course's civic education. For example, indicators such as value-led and nurturing function are included in the evaluation form of experts listening to lectures, through which the results of course evaluation can be used as a reference for the practice of course ideology and politics.

5. Conclusion

In summary, in the context of education reform, the construction of curriculum Civics and Politics has become a key initiative to promote the reform and development of colleges and universities. For this reason, it is recommended that colleges and universities explore the path of the construction of the Civic and Political Programme based on the OBE concept. After the research, this paper finds that at the present stage, there are still many deficiencies in the construction of curriculum Civics and Politics in some colleges and universities. For this reason, this paper takes the OBE concept as an entry point and proposes construction measures from the perspectives of design, implementation and continuous optimisation. The results of practice show that through the formulation of construction planning, curriculum teaching design, increasing training efforts, and mining the elements of Civics, it is conducive to the realisation of the objectives of the construction of curriculum Civics.

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