

# *Research on the Reform of Civics Teaching in College Curriculum from the Perspective of OBE: A Case Study of Investment Course*

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**Abstract:** The integration of OBE concept and course ideology into the process of higher education curriculum construction and assessment is crucial to improve the quality of talents and cultivate innovative talents. As a core course of economics and financial management majors, the ideological and political teaching reform of it has far-reaching significance, necessity, and urgency. Based on the OBE education concept and the logic of "output-orientation, student-centredness and continuous improvement", this study carries out the teaching reform practice of the Investment Studies course. The course assessment system is expanded and reformed by revising the teaching objectives, establishing a resource library, constructing an evaluation module, and refining the grading standards. It adheres to the principles of taking the students' learning outcomes as the guide, combining academic integrity and character building, combining knowledge assessment and ability assessment, and combining the regular grades with the final grades to comprehensively examine the students' mastery of the theoretical knowledge of the course of "Investment". The results show that it can effectively improve students' knowledge of microwave remote sensing and cultivate their comprehensive quality. Practice shows that the reform can effectively improve the comprehensive quality of students and make them adhere to the moral bottom line and social responsibility in investment practice.

## 1. Introduction

General Secretary emphasized at the National Conference on Ideological and Political Work in Colleges and Universities that it is necessary to adhere to the principle of cultivating people with virtue as the central link, run ideological and political work through the whole process of education and teaching, realize the whole process of educating people, and strive to create a new situation in

the development of China's higher education[1]. In order to achieve this goal, many colleges and universities have been actively exploring the construction and exploration of the "trinity of ideological and political theory courses, comprehensive literacy courses, and professional courses"[2]. As the core course of economic management majors in colleges and universities, the reform of ideological and political teaching is of far-reaching significance, necessity and urgency. "Investment" is not only a carrier for imparting investment knowledge and skills, but also a position for cultivating students' correct values, investment ethics and social responsibility. In the education and teaching of the course, it is necessary not only to learn and learn from advanced investment concepts and methods, but also to conduct in-depth analysis and criticism of the attributes and values of the capitalist system. We should not simply copy and copy the theories of Western investment but should adhere to the principle of focusing on ourselves and using them for our own use, critically absorb its rational components, and at the same time pay attention to cultivating students' socialist core values and family and country feelings.

Through the reform of ideological and political teaching of the Investment course, students can be guided to establish a correct investment concept, enhance their awareness of risk and responsibility, cultivate them to adhere to the principles of integrity, justice, and fairness in investment practice, and avoid blindly pursuing interests and ignoring social responsibility. At the same time, the reform of ideological and political teaching will also help to improve the teaching quality and effect of investment courses, make the course content closer to reality, life, and students, and better meet the needs of social development and talent training.

## 2. Literature Review

The Outcome-Based Education (OBE) emphasizes student-centeredness, output orientation, and continuous improvement[3]. Therefore, the use of the advantages of the reverse design of the OBE concept to carry out the design and evaluation of the ideological and political courses of professional courses is conducive to better implementing the fundamental task of cultivating people with virtue and continuously improving the quality of talent training.

"Ideological and political education in the curriculum" is a new proposition put forward by the state on school education in recent years. It is different from the ideological and political course, it is not a "course" in form, but "a concept" in essence, especially in the way of teaching. According to the spirit of the Guidelines for the Construction of Civic Policy in Higher Education Curricula, the ideological and political curriculum will integrate and inseparable the three of value shaping, knowledge transfer and ability training, and often adopt a more subtle form to infiltrate the party's ideology and concepts into the teaching process of professional courses, so that students can imperceptibly accept the influence of mainstream values, and guide values in knowledge transfer and ability training, and help students shape a correct world view, outlook on life and values. The innovation of ideological and political environment should uphold the principle of learning to advance morality, take curriculum teaching as the scripture, and ideological and political education as the weft, fully excavate the materials rich in ideological and political education elements inside and outside the curriculum and let the knowledge transfer and ideological and political elements be connected at zero distance. The goal and function of curriculum ideology and politics is to establish morality and cultivate people, and it must ultimately be implemented in specific classroom teaching in order to play its leading role in professional teaching[4]. Therefore, it is necessary to integrate the purpose of cultivating people with virtue into all aspects of the investment course, and promote the organic integration of knowledge transfer and value guidance, professional learning and education, so as to truly demonstrate the educational function of the investment course.

The construction of "curriculum ideology and politics" has a long way to go, and it is necessary

to continuously absorb new ideas and methods, grasp the core links in curriculum reform, and carry out continuous improvement[5]. OBE emphasizes four questions: what learning outcomes do we want students to achieve? Why do we want students to achieve such learning outcomes? How to effectively help students achieve these learning outcomes? How to know that students have achieved these learning outcomes? [6]This theory promotes the connotative development of the curriculum through outcome-oriented, reverse design of the curriculum system and teaching system, and continuous improvement of the curriculum system and teaching system. Saha, Akber and Roy(2023) researched on tracing the evolution of OBE and introducing crucial implementation criteria. Following the discussion of impacts, it is covered how the concept of repercussions necessitates a paradigm shift in evaluation and evaluation methodologies. The study then goes through the crucial effects of implementing the exercise and methods for rating and evaluating learners' success in business school. It is confirmed that OBE develops a learner's Fundamental knowledge, problem-solving skills, research skills, technical skills, social skills, ethical values, communication skills, project management skills, and life-long skills that have a significant impact on one's career[7]. X Zhu et al. (2024) 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[8].

Applying the OBE concept to "Civic Governance of Courses" is just to make up for the shortcomings of the existing evaluation system, which is single and rigid, and difficult to quantify the behavioural performance and comprehensive quality of Civic Governance education, and it is expected to promote the construction of Civic Governance of Courses in-depth, to explore the applied talent cultivation mode which combines the investment science with Civic Governance of Courses and to improve the quality of talent cultivation of economics and management classes continuously.

### 3. Analysis of the Current Situation

As one of the core courses of economic management majors, Investment aims to train students to master the basic theories, methods, and skills of investment, pay attention to the combination of theory and practice, and improve students' investment decision-making ability and risk control ability. The teaching objectives of this course are to enable students to achieve two levels: first, to have a deep understanding of the basic principles and core concepts of investment, to master the basic framework and methods of investment analysis, and to be familiar with the operation of various investment tools and investment markets; second, to be able to use the knowledge they have learned to make practical investment decisions, evaluate investment risks, optimize investment portfolios, and achieve asset preservation and appreciation.

In the past, the integration of ideological and political elements in investment courses mainly focused on classroom teaching. The investment course covers the analysis methods of stocks, bonds, futures, options, funds, and other investment tools, introduces classic investment theories such as portfolio theory, capital asset pricing model, and efficient market hypothesis, and guides students to analyze market trends, predict investment returns, and formulate investment strategies based on actual cases. Through the combination of knowledge impartation, ability training and the cultivation of socialist core values, it aims to cultivate students' professional quality, innovative spirit and family and country feelings in the study of investment knowledge and investment practice, to improve professional knowledge and skills and establish a correct world view, outlook on life and

values.

However, the current assessment of the course is mainly based on regular performance and final exams. Among them, the usual performance accounts for 30%, which is mainly evaluated based on the student's attendance rate and homework completion, which is difficult to fully reflect the real level and comprehensive quality of students in course learning. The final exam accounts for 70%, mainly focusing on the memorization of knowledge points and the application of theoretical knowledge, and the examination of students' actual investment ability is not sufficient. Therefore, how to effectively evaluate the reform goal of ideological and political teaching in the course of "Investment", the existing teaching system still lacks in-depth research and mature practice. There are three main reasons:

First, the subjective attention to the ideological and political reform of the investment curriculum needs to be improved. Teachers still focus on the teaching of professional knowledge and believe that the ideological and political elements are only an additional content of the course, and do not fully realize the importance and necessity of the ideological and political elements in the investment course. To a certain extent, this concept hinders the in-depth promotion of the ideological and political reform of the investment course.

Second, there is a certain ambiguity in the way and scope of the infiltration of ideological and political elements in the investment course. As a discipline involving a wide range of knowledge points, the ideological and political elements of investment may be scattered in various chapters and knowledge points. How to organically combine ideological and political elements with professional knowledge, so that it can not only improve students' professional quality, but also cultivate students' socialist core values, is a problem that needs to be deeply explored. At present, there is no clear and unified understanding of which knowledge points should correspond to which ideological and political elements, and how to effectively integrate them.

Third, the assessment form and method of ideological and political reform of investment courses are not mature enough. At present, there is often a lack of specific and operable standards and methods for the assessment of the ideological and political elements of investment courses. How to evaluate students' ideological and political performance objectively and comprehensively in course learning, and how to ensure the fairness and effectiveness of the assessment results are all problems that need to be further studied and solved.

To sum up, it is of great significance to carry out the reform of investment teaching that integrates ideological and political elements and OBE concepts to improve the teaching effect and achieve the goal of comprehensive education. It not only helps to cultivate students' professional quality and comprehensive ability, but also effectively promotes the continuous innovation and development of investment education and teaching.

## **4. Research Design**

### **4.1 Modifying Teaching Objectives**

The implementation of the reform of ideological and political teaching in investment courses needs to be closely combined with the OBE education concept, clarify the curriculum objectives, revise the syllabus, refine the teaching objectives, and effectively integrate the ideological and political elements into the teaching to achieve the goal of all-round education.

Under the guidance of OBE's educational philosophy, the core of output orientation is to clarify the specific goals of knowledge, ability and quality that students should achieve through learning, so as to establish clear and definite curriculum objectives, and formulate the syllabus or standard of the curriculum accordingly. In the reform of ideological and political teaching in investment courses, it is a key link to realize the coordinated development of value guidance, knowledge transfer and

ability improvement by organically integrating ideological and political elements into the curriculum quality objectives and jointly constructing the investment curriculum objective system together with knowledge objectives and ability objectives. At the same time, the trinity of value shaping, knowledge transfer and ability training are emphasized in the teaching process, aiming to achieve all-round education.

For application-oriented universities, teachers should revise and improve the syllabus of investment in combination with the professional characteristics of talent training in teaching practice. Specifically, the teaching objectives can be refined into three dimensions: quality objectives, knowledge objectives and ability objectives, and these objectives can be decomposed and refined one by one to ensure the operability and measurability of the teaching objectives. In the implementation path of ideological and political education in the investment course, teachers should pay attention to the natural integration of ideological and political elements into the course teaching, and guide students to deeply understand the theoretical knowledge of investment through diversified teaching methods such as case analysis, simulated investment, group discussion, etc., and cultivate their investment practice ability and sense of social responsibility. In addition, teachers should also pay attention to students' learning feedback and effect evaluation, adjust teaching strategies in a timely manner, and ensure the effective implementation of the ideological and political teaching reform of investment courses.

#### 4.2 Establishing a Repository of Teaching Resources

Table 1: Chapter 1 Introduction to the design of ideological and political cases

Entry Point	Content	Purpose
Pre-class import	Setting up questions such as "How to preserve and increase the value of assets" through pictures of celebrities and case studies.	Guiding students to think and enter the course with questions; increasing students' knowledge of the profession and enhancing their professional beliefs through case studies such as Warren Buffett and DDT.
The "bulls and bears" are in a cycle	Explain the main factors affecting the bulls and bears in the market, comparing the 2003 and 2017 stock market crashes, showing the increasing maturity of the market and the development of the country	Cultivate students' patriotism and professional identity
Respect the market and adapt to the market	Elaborating on the 14th Five-Year Plan for Economic Development and stressing that we should take up the task of building a socialist capital market	Enhance the spirit of social dedication and sense of mission, and improve the motivation for learning
Diversification reduces risk	The main vehicle for investment in the country is real estate, leaving a large number of investors with unmet needs	Practicing the investment philosophy of "service cultivation, knowledge and action", guiding students to think differently and emphasizing communication with investors.
The four major investment laws are intrinsically linked	Explaining the materialistic dialectical view of connection and development, and explaining the intrinsic connection of the four laws of investment	To foster students to develop a correct investment philosophy and enhance their sense of professional responsibility

In the teaching practice of investment courses, in order to achieve the ideological and political teaching objectives of the course, realize the organic combination of knowledge impartation, ability

training and value guidance, and provide strong support for the all-round development of students, the teachers excavated the ideological and political integration points of each chapter, sorted out a total of 45 course ideological and political integration points (Table 1), and constructed a total of 143 resources for the ideological and political teaching resource library of investment courses, including video resources, teaching cases, courseware, and after-class exercises, etc., are published on the Chaoxing "Learning Pass" teaching platform for students to use.

Video resources bring together video resources closely related to the teaching objectives of investment, and the videos are mainly from learning powers, financial media, expert lectures, etc., such as "Wall Street", "Investment Philosophy of Investment Masters", "History and Current Situation of China's Stock Market", "Analysis of Global Financial Market Dynamics", etc., aim to deepen students' understanding of investment through vivid audio-visual materials. The teaching cases focus on timeliness and practicability, and the selected cases are all from real events in the domestic and foreign investment markets, such as "Huawei's Investment Strategy and Overseas Expansion", "Investment Opportunities and Challenges in China's New Energy Vehicle Industry", etc., to help students combine theoretical knowledge with China's socialist economic practice. The courseware covers a total of 10 chapters of knowledge points in the investment course, incorporating ideological and political elements, aiming to guide students to preview and learn independently before class. After-class exercises are used to review and consolidate the knowledge learned after class, and are released through "Learning Pass", and the question types include multiple-choice questions, multiple-choice questions, true/false questions, short-answer questions, calculation questions, and case analysis questions, etc., to test students' mastery and application ability of knowledge.

#### 4.3 Assessment and Evaluation

In the previous assessment of investment courses, the total score was mainly composed of two parts: the usual performance score (30%) and the final paper examination score (70%). Among them, the usual grades are mainly composed of students' attendance (30%), usual homework (40%), and class speech (30%). This traditional assessment method mainly relies on the paper results of the final examination, and there are disadvantages such as a single assessment method and the inability to comprehensively evaluate the students' usual learning effect and comprehensive ability. Therefore, in order to better integrate the ideological and political elements of the course and stimulate students' learning enthusiasm and comprehensive ability, we have reformed the assessment method of the investment course.

According to the concept of OBE, this paper studies the training plan of applied undergraduate financial management talents, and systematically designs the ideological and political education of the course "Investment" according to the specific educational objectives and training requirements of talents training. This study determined the curriculum training objectives and the supporting coefficient of each curriculum training objectives to graduation requirements. This study combines the curriculum teaching content and the curriculum ideological and political cases to determine the corresponding evaluation methods and weights of each curriculum educational goal. This study comprehensively evaluates the ideological and political effect of the curriculum according to the evaluation scores and weight coefficients. Table 2 shows the evaluation system of the ideological and political effect of the "Investment" course based on the OBE concept.

After the reform, the composition of the assessment results of the investment course has been adjusted to the usual score (40%) and the final examination (60%). Among them, the usual grades pay more attention to the evaluation of students' usual learning process and comprehensive ability, and the specific form can be selected according to the class structure and course characteristics,

including attendance (5%), individual homework (30%), class discussion (10%), and group homework (30%), simulated investment practice (20%), and self-directed learning (5%). Individual assignments, group assignments and investment practices comprehensively assess students' professional abilities, while classroom discussions and self-directed learning mainly assess students' political literacy.

Table 2: Evaluation of the ideological and political effect of the course "Investment" from the perspective of OBE

<b>Graduation Requirements</b>	<b>Teaching Objectives</b>	<b>Content</b>	<b>Evaluation Methods</b>	<b>Weight</b>
Understanding of the theoretical frontiers, application scenarios, and development dynamics of the industry at home and abroad	Career aspirations and professional identity	Role models, successful enterprise cases	Class performance 1	1.0
Creative	creativity	Investment tools	Class performance 2	0.5
			Teamwork 1	0.5
Familiar with the guidelines, policies and regulations of the industry and enterprises	Awareness of safety and responsibility	Investment Markets	Class performance 3	0.7
			Test 1	0.3
Compliance with laws and regulations	Awareness of the rule of law	Macroeconomic analysis of investments	Class performance 4	0.5
			Exam 1	0.5
support the leadership of the Communist Party of China (CPC)	Traditional Chinese Culture and Wisdom	Asset pricing theory and its development	Class performance 5	0.6
	Patriotism and national pride	Industry analysis of investments	Test 2	0.4
			Class performance 6	0.6
			Teamwork 2	0.4
Be socially responsible	Social responsibility	Corporate financial analysis	Class performance 7	1.0
	Ecological civilization and the concept of sustainable development	Company value analysis	Teamwork 3	0.4
			Exam 2	0.6
Dedication, work responsibility	Craftsmanship and hard-working quality	Overview of technical analysis of investment markets	Class performance 8	0.4
	Ethics and Professionalism	The main theories and methods of technical analysis	Exam 3	0.6
			Class performance 9	1.0
Demonstrated communication, organizational and leadership skills	Awareness of teamwork	Portfolio management	Teamwork 4	0.2
			Teamwork 5	0.2
			Teamwork 6	0.2
			Team management	0.4

The final exam is still in the form of a closed-book exam, but the propositions of the test papers pay more attention to reflecting the course objectives and teaching requirements, covering the main knowledge points of the course, and at the same time testing students' mastery of the basic concepts and basic knowledge of investment, as well as the ability to analyze and solve problems by

comprehensively applying investment knowledge. In order to highlight the ideological and political elements of the course, a certain proportion of questions related to ideological and political content were set in the final examination paper, aiming to guide students to think deeply about the relationship between investment behavior and social responsibility, patriotic feelings, cultural self-confidence, etc. For example, in the case analysis, the title is set up: "The Central Financial Work Conference first mentioned the construction of a financial power, as college students, we are the most important talents to achieve a financial power, in order to achieve the goal, we should pay attention to what aspects to improve our financial professional quality?"

At the end of the first semester of the 2022-2023 academic year, the 2020 financial management students began to explore the teaching mode integrating ideological and political elements, and at the end of the course, a questionnaire survey was conducted on the students to collect students' mastery of the course content, the preference of the classroom form, the feelings of ideological and political teaching, and the evaluation of the teaching effect.

Among the 260 students who participated in the survey, 31.3% were very satisfied with the ideological and political teaching, 68.7% were relatively satisfied, and 0 were dissatisfied; 32.4% said that the integration of ideological and political elements was very necessary, 67.6% said that it was okay; 37.5% said that the ideological and political teaching was very helpful for cultivating professional quality, and 62.5% said that it was relatively helpful. Overall, the new model of teaching reform has a high degree of student acceptance and can effectively improve the quality of teaching. The results of the questionnaire survey are shown in Figure 1.

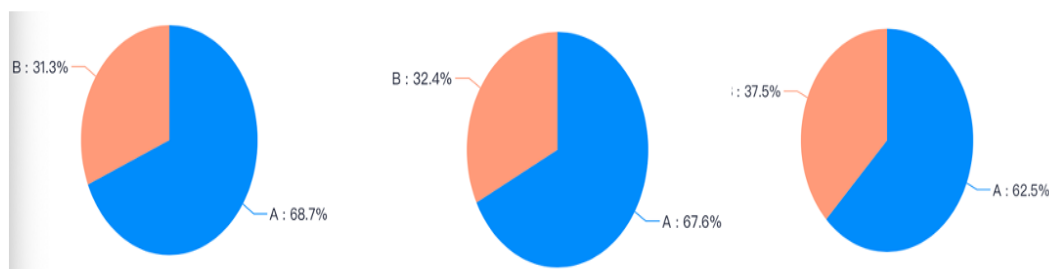


Figure 1: Survey results of investment studies

In the first semester of the 2023-2024 academic year, the ideological and political teaching reform of the course "Investment" was also implemented among the 2021 financial management students, with 148 students participating and 13 failing to pass, with a pass rate of 87.83%, indicating that most of the students can effectively achieve the course objectives and master professional theoretical knowledge, practical operation ability and ideological and political literacy.

## 5. Conclusions

Taking the course of "Investment" as an example, this study deeply explores the reform path of curriculum ideological and political teaching based on the concept of OBE, which is of significant significance for achieving the ideological and political goals of the course, improving students' learning output and deepening the learning process. From the perspective of OBE, the ideological and political teaching reform of the course "Investment" constructs a teaching system with knowledge mastery, ability cultivation and value guidance as the core by clarifying the learning output goals of students. It not only strengthens students' understanding and application of basic knowledge of investment, but also deepens the evaluation of students' ideological quality and moral literacy in the assessment. Practice has shown that the reform can effectively improve the comprehensive quality of students, so that they can adhere to the moral bottom line and uphold social responsibility in investment practice.



Under the guidance of the OBE concept, the ideological and political teaching reform of the course "Investment" has achieved remarkable results, which provides a certain reference for the teaching reform of economics and management courses in application-oriented universities. With the deepening of education reform, we will continue to explore more diversified teaching methods and means to better achieve the ideological and political goals of the curriculum.

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