Curriculum and Teaching Methodology (2025)
Clausius Scientific Press, Canada

DOI: 10.23977/curtm.2025.080513
ISSN 2616-2261 Vol. 8 Num. 5

Research on the Path of Ideological and Political Construction of Applied Undergraduate Logistics Management Courses under the OBE Concept

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Keywords: OBE Concept; Logistics Management Major; Course Ideology and Politics

Abstract: In the context of ideological and political education, the implementation of curriculum ideological and political reform in the logistics management major conforms to the requirements of the development of undergraduate education in the new era, can mythologize the content of educational reform, and play a value leading role in cultivating morality and talent. This article explores the design of ideological and political education in logistics management courses based on the concept of Outcome Based Education (OBE).It proposes a construction path for ideological and political education in logistics management courses from two aspects: the development of professional talent training plans and the design of professional course teaching, in order to promote students' growth into excellent talents with strong professional abilities and high comprehensive qualities.

1. Introduction

The "Guiding Outline for Curriculum Ideological and Political Construction in Higher Education Institutions" released by the Ministry of Education in May 2020 emphasizes that comprehensively promoting curriculum ideological and political construction is a strategic measure to implement the fundamental task of cultivating morality and talents, and an important task to comprehensively improve the quality of talent cultivation [1].

The OBE (Outcome based Education) educational philosophy is one of the three core principles of engineering education accreditation, emphasizing that teaching design and implementation are guided by student learning outcomes, evaluated against educational and teaching training objectives, and evaluated for their effectiveness. It has the basic principles of clear focus, expanded opportunities, high expectations, and reverse design, actively guiding students to establish correct worldviews, outlooks on life, and values, and emphasizing the cultivation of students' ideals, beliefs, and moral cultivation. The organic integration of OBE philosophy with ideological and political education in the curriculum is highly consistent with the fundamental task of cultivating people's moral character, which is to cultivate what kind of people, how to cultivate them, and for whom to cultivate them. Therefore, this article focuses on the logistics management profession, with students at the center and learning outcomes as the guide, to carry out reverse course design and professional teaching reform, explore the overall ideas, construction paths, and methods of ideological and

political construction in the curriculum, and provide reference significance for other majors or courses.

2. Developing a talent cultivation plan for logistics management majors that integrates ideological and political education into the curriculum based on the OBE concept

Developing a talent cultivation plan for logistics management that integrates ideological and political education into the curriculum should follow the reverse design principle of OBE philosophy. Specifically, reverse design should be carried out starting from internal and external needs, and professional ideological and political goals should be determined based on internal and external needs and integrated into talent training goals. The graduation requirement index points that integrate ideological and political ability decomposition should be determined based on professional ideological and political goals. On this basis, a curriculum system that integrates ideological and political teaching content to support the graduation requirement index points should be constructed, and ultimately a logistics management professional talent training plan that integrates ideological and political work should be formed (as shown in Figure 1).

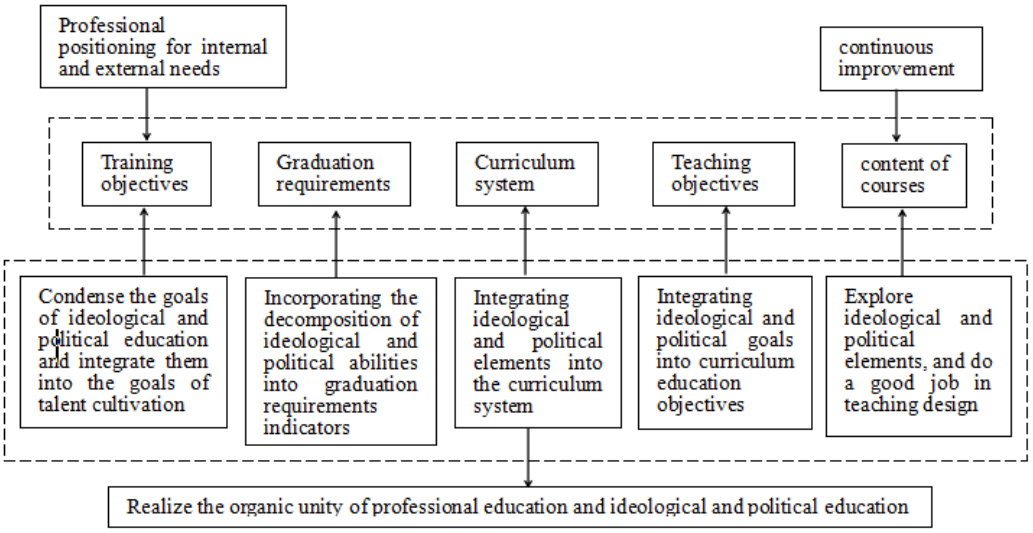

Figure 1 The Path of Ideological and Political Construction in Logistics Management Professional Courses under the OBE Concept

2.1. Incorporate professional ideological and political goals into the training objectives of professional talents

The formulation of professional training objectives must meet both internal and external needs, among which internal needs depend on the laws of education and teaching, the school and professional educational philosophy and positioning (including talent cultivation positioning), as well as the needs of teaching and other subjects; External demands include national, social, industry, and employer demands. Internal and external demands are the main basis for formulating the positioning and goals of professional talent cultivation, as well as an important basis for building the knowledge, ability, and quality structure of professional education. They must conform to the characteristics of the times and answer the questions of "who to cultivate people for" and "what to cultivate" [2].

Modern society has new requirements for the logistics industry. The logistics industry is no longer labor-intensive, but a more high-tech, intelligent, and service-oriented industry. So, changes

in industry demand have led to changes in the demand for industry talent. In this context, the first step is to cultivate students' patriotism and political beliefs, establish correct values, and further cultivate their love for work, pursuit of excellence, and innovative spirit, so as to cultivate students into high-quality, composite logistics grassroots managers with advanced professional concepts, good professional attitudes, and excellent professional skills [3]. With the modernization and intelligence of the logistics industry, it pays more attention to the practical operation ability and computer ability of professional talents, and requires more systematic thinking, global thinking, and supply chain thinking to efficiently complete work and deliver goods to customers at a faster and more accurate speed.

By analyzing the ideological and political goals and professional goals, cultivating well-rounded logistics talents requires taking ideological and political goals as the core, combining with the development needs of the logistics industry on the basis of talent cultivation, determining professional goals, and ultimately forming an organic integration of ideological and political goals and professional goals, consolidating professional knowledge and skills in the process of education, and sublimating ideological education in the process of learning the profession. As shown in Figure 2, the theme of this major is "Carrying the Mission of Building a Logistics Strong Country", and the sub goals are determined as knowledge goals, ability goals, and ideological and political goals to ensure the accuracy and feasibility of the goals, laying a solid foundation for the construction of professional courses and ideological and political resources in the later stage.

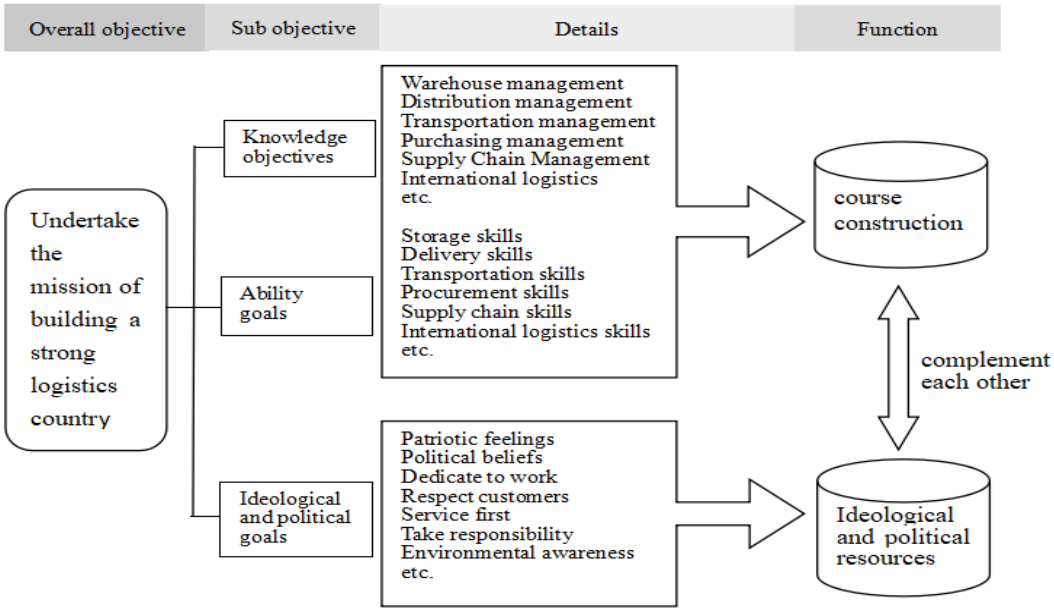

Figure 2 Decomposition diagram of ideological and political objectives for logistics management courses

2.2. Incorporate the decomposition of ideological and political abilities into the graduation requirements indicators

The training objectives are the basis for determining graduation requirements, and graduation requirements are the support for achieving the training objectives. The indicator point is to break down and refine the graduation requirements for easier implementation in specific teaching processes. The Outline provides clear guidance on the objectives, content focus, and curriculum ideological and political education system of curriculum construction. At the same time, many of the 12 graduation requirements proposed in the "Standards" are not technical ability requirements,

but involve personal qualities and spiritual aspects, such as engineering and society, professional norms, environment and sustainable development, individuals and teams, and other non-technical qualities and abilities. Therefore, the logistics management major should be based on the guidance of the "Outline" and combined with the 12 graduation requirements proposed in the "Standards" to design graduation requirements indicators for logistics management majors that integrate ideological and political abilities (as shown in Table 1).

Table 1 Graduation Requirements for Logistics Management Major

First level indicators	Secondary level indicators
1. Engineering knowledge: Master the necessary basic knowledge of management, statistics, operations research, etc. in this major, and be able to apply relevant knowledge to solve complex engineering problems in the field of logistics management.	1.1 The ability to appropriately apply knowledge from humanities, social sciences, and natural sciences to logistics management issues.
	1.2 Able to apply the principles and professional knowledge of economics, operations research, and management science engineering to analyze and improve logistics management problems.
	1.3 Able to use professional knowledge to identify ideal solutions and optimization approaches for certain complex logistics management problems.
Problem analysis: Possess dialectical thinking, data analysis, and the ability to solve practical logistics problems.	2.1 Can identify and judge the key links and factors of logistics operation management issues.
	2.2 Able to dialectically analyze logistics operation management issues, seek alternative solutions, and express them correctly.
	2.3 Can apply basic principles to verify the rationality of the solution.
3. Design/develop solutions: Ability to use logistics analysis software to complete project integration solutions.	3.1 Master the basic software operation process, be able to raise questions and determine design goals.
	3.2 Able to optimize the logistics system design according to product and engineering requirements, and demonstrate the feasibility of the design scheme through technical and economic evaluation.
	3.3 Able to present design results in the form of drawings and experimental reports.
4. Research: Familiar with the laws of commodity circulation, able to use system thinking to design, operate, and manage smart logistics systems for supply chain solutions.	4.1 Able to understand logistics issues with systematic thinking and comprehend the fundamental concepts of supply chain management.
	4.2 Able to analyze the problems in the logistics supply chain management system and propose corresponding countermeasures.
	4.3 Able to systematically model and simulate certain complex logistics problems, and understand their limitations.
5. Use modern tools: able to use modern information technology tools to search for literature and data, proficient in using smart logistics facilities and equipment.	5.1 Understand the necessity and basic methods of obtaining relevant information in logistics activities, and be able to use library and online resources for literature search and information retrieval.
	5.2 Ability to use appropriate smart logistics facilities and equipment to solve logistics management problems.
	5.3 Ability to select and apply appropriate modern engineering and information technology tools to correctly express logistics management issues.
6. Engineering and Society: Able to analyze the impact of projects on socio-economic development, environmental and social sustainability based on logistics management background knowledge, and make optimized decisions.	6.1 Understand the current development status and cutting-edge trends of the logistics market, as well as the standards, laws, and regulations related to logistics management practices.
	6.2 Able to apply logistics management knowledge to analyze and evaluate the impact of logistics projects on society, environment, and culture.
	6.3 Able to make decisions based on relevant impacts and propose optimization measures.

7. Environment and Sustainable Development: Understand the connotation of high-quality logistics development, possess the awareness and responsibility of green logistics and ecological logistics development.	7.1 Understand the guidelines, policies, laws, and regulations related to environmental protection and high-quality development in the logistics industry.
	7.2 Understand and evaluate the driving role of logistics intelligence, standardization, informatization, etc. in promoting sustainable socio-economic development.
	7.3 Able to apply knowledge of logistics engineering to study policies and strategies for high-quality logistics development.
8. Professional standards: Possess good professional ethics and moral standards, strong dedication, service awareness, and a sense of social responsibility.	8.1 Love the motherland, support the leadership of the Party, possess the qualities of dedication, love for work, unity and cooperation, and have a strong sense of service and social responsibility.
	8.2 Able to continuously improve one's humanities and social science literacy, and correctly understand the individual's position in history, society, and natural environment.
	8.3 Master the professional nature and responsibilities of logistics management, professional ethics standards, possess a sense of responsibility and social responsibility, and pay attention to professional ethics cultivation.
9. Individuals and teams: Possess a spirit of teamwork and be able to play a role in a multidisciplinary environment.	9.1 Able to actively communicate and collaborate with other team members to carry out work.
	9.2 Possess organizational and management skills, as well as interpersonal communication abilities.
	9.3 Possess certain leadership skills and be able to complete tasks assigned by superiors.
10. Communication: Able to effectively communicate and exchange ideas with industry peers on logistics management, operations, and solution design issues.	10.1 Able to express one's ideas orally or in writing.
	10.2 Effective communication and exchange with industry peers and the public on logistics management issues.
	10.3 Possess certain international communication and exchange skills, and have a basic understanding of the international situation in this major and related fields.
11. Project management: Possess the ability to develop, design, or manage logistics projects.	11.1 Able to correctly understand the basic management theories of disciplines such as engineering related management principles and economic decision-making methods.
	11.2 Ability to comprehensively grasp other important economic and management concepts involved in logistics engineering activities.
	11.3 Ability to apply relevant engineering management principles and economic decision-making methods to engineering activities.
12. Lifelong learning: Possess the ability for self-directed and lifelong learning, and be able to adapt to the development and changes of interdisciplinary fields.	12.1 It is necessary to have a correct understanding of self-learning and lifelong learning abilities.
	12.2 Able to adopt appropriate methods to develop one's own abilities through learning, possessing the ability to continuously learn and adapt to development.
	12.3 Persist in self-learning and continuously improve one's own qualities.

2.3. Design a professional curriculum system that integrates ideological and political education content into the curriculum, forming a curriculum matrix

By establishing graduation requirements indicators for professional ideological and political education, specific requirements have been put forward for the ideological and political knowledge, abilities, and quality structure that logistics management graduates should possess. Based on this, a correlation matrix has been established between different courses' characteristics, thinking methods,

and value concepts and graduation requirements to ensure that the course design matches the training objectives and graduation requirements, and to achieve overall optimization of the course system and ideological and political teaching content [4]. Special attention should be paid to the relationship between various courses in terms of their educational role, the relationship between professional theoretical courses and professional practical courses, the relationship between explicit and implicit education, and the construction of a logistics management professional curriculum system that organically integrates professional knowledge education and curriculum ideological and political education. The following are only the graduation requirements and course correlation matrices for required courses in logistics management (as shown in Tables 2 and 3).

3. Professional course teaching design incorporating ideological and political elements based on the OBE concept

Professional courses are the fundamental carriers of ideological and political education in courses. The ideological and political teaching design of logistics management courses based on the OBE concept also follows the principle of output oriented reverse design. Its logical starting point is to integrate the graduation requirements of ideological and political abilities, which must be implemented item by item in each specific course and achieved through the teaching of the course. Therefore, under the OBE concept, the design of ideological and political education for professional courses should revise the curriculum teaching outline, set up course ideological and political education objectives that can support the ideological and political indicators in graduation requirements, and then thoroughly sort out the course teaching content, combine course characteristics, thinking methods, and value concepts, deeply explore the ideological and political elements contained in professional courses, and design the ideological and political education content and teaching methods for professional courses.

Taking the planning and management course of distribution centers as an example, based on the original curriculum system, ideological and political elements are integrated into the teaching process of the course in chapters, fully utilizing blended learning, case teaching, and PBL teaching methods, designing a comprehensive curriculum reform plan, and constructing a "three in one" teaching system of ideological and political theory courses, comprehensive literacy courses, and professional courses [5]. The ideological and political construction path of the course "Distribution Center Planning and Management" includes: revising teaching objectives and ideological and political education objectives based on the training program objectives and graduation requirements of the major; Explore the ideological and political elements in the knowledge system of "Delivery Management", sort out the teaching syllabus, and achieve the goal of comprehensive integration of professional education and ideological and political construction. The integration design of teaching content and ideological and political elements is shown in Table 4.

Table 4 Content of Ideological and Political Construction in the Course of Distribution Center Planning and Management

Teaching Chapter	Ideological and Political Elements	Teaching Content and Methods	Expected ideological and Political Goals
Chapter 1 Delivery Cognition	Patriotic Education	Introduce social hot topics such as "community housing" and guide students to start thinking about the importance of delivery in improving their quality of life from the perspective of terminal delivery operations around them.	By introducing delivery knowledge, students can understand the national conditions, analyze the reasons and prospects for development, and highlight the importance of delivery management.

		Simultaneously introduce the concept, classification, and operation mode of distribution, as well as the development background and trends of China's distribution industry.	
Chapter 2 Cognition of Distribution Centers	Social Responsibility	Display JD's "Asia No.1" distribution center through a video, and explain the basic functions, classification, design, location selection, and other knowledge of the distribution center in conjunction with the video.	By introducing the advantages and disadvantages brought to society by the selection, construction, facilities and equipment of different types of distribution centers, we aim to cultivate students' sense of social responsibility.
Chapter 3 Order Management	Engineering Spirit	Taking a specific enterprise as an example, introduce professional knowledge such as order processing operations and order operation management in delivery management.	Through the process of processing and managing student order assignments, students are encouraged to take each order seriously and avoid any mistakes, gradually cultivating the spirit of craftsmanship.
Chapter 4 Picking Operation Management	Engineering Thinking	Cooperate with the delivery process in the smart logistics video to explain picking operations, picking management, and picking technology, and analyze the cutting-edge technology and development trends of picking technology.	By learning the process, management, and corresponding techniques of picking operations, cultivate students' engineering thinking when facing picking operations.
Chapter 5 Circulation Processing and Packaging Organization	Social Responsibility	Introduce professional knowledge such as circulation processing and packaging organization, and use case studies to demonstrate the hazards of excessive and improper packaging.	Through case studies, establish students' sense of social responsibility for energy conservation, emission reduction, and low-carbon operations.
Chapter 6 Delivery Operation Management	Engineering Thinking Social Responsibility	On the basis of understanding the delivery operation plan and scheduling, the focus is on explaining the optimization of delivery routes and vehicle loading. Using PBL teaching method, students are guided to enter the classroom discussion with questions in the form of group discussions.	By learning the process, management, and corresponding techniques of delivery assignments, we focus on cultivating students' engineering thinking in optimizing delivery routes and optimizing vehicle loading and unloading, reducing waste and carbon emissions, building a green and energy-saving society, and enhancing their sense of social responsibility.
Chapter 7 Distribution Center Operation Management	Safety Awareness	Introduce the distribution center management information system, inventory management, cost management, and job performance evaluation, and provide a detailed explanation of the distribution center's information system, safety operations, and security measures.	By introducing the consequences of unreasonable planning and non-standard operation of distribution centers, we aim to cultivate a sense of safety and standardization in Russia.
Chapter 8 Distribution Technology and Business Development Trends	Normative Consciousness	Using videos to showcase the latest delivery technologies, explaining the development trends of delivery services, and inspiring students to think about the feasibility of innovative delivery technologies (such as drones, robots, etc.).	By introducing the latest delivery technology, understanding the world's cutting-edge technology and business development trends in the professional field, advocating the idea of "building a community with a shared future for mankind", and working together for common progress.

4. Conclusion

With the deepening of China's education system reform, the teaching based on the Outcome Based Education (OBE) concept regards social needs and student development as the ultimate goal of talent cultivation. The process of cultivating logistics management professionals needs to focus on the role of ideological and political education, find the combination of education and morality, guide students to establish correct worldviews, values, and outlooks on life, cultivate students to become patriotic "logistics professionals" of the times, possess professional ethics and moral character in the logistics industry, continuously strengthen self-cultivation, improve professional competence, and become qualified socialist successors.

Acknowledgements

National Business Education Training and Research "14th Five Year Plan" 2025 Project, Project Number: SKKT-25063.

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Tables 2 Graduation Requirements Level 1 Indicator and Course Correlation Matrix

Course type			Professional compulsory courses									
Course Name			Logistics	Inventory Control and Management	Procurement management	Transportation management	Supply Chain Management	logistics information management	logistics system analysis	Distribution Center Planning and Management	Case analysis of logistics management	SCMS
Graduation requirements	1	Engineering knowledge			M							
	2	Problem analysis	M	H	M	H	M	M	M	M		M
	3	Design and development						H	H		H	H
	4	Research	M	H		M	H	M	M	M		
	5	Tool		M							H	
	6	Engineering and society	M				L			M	M	
	7	Environment and sustainability	L			L						
	8	Professional standards										
	9	Individual and team										
	10	Communication			M							
	11	Project management									M	
	12	Lifelong learning										

Tables 3 Graduation Requirements Level 2 Indicators and Course Correlation Matrix

Course type				Professional compulsory courses									
Course Name				Logistics	Inventory Control and Management	Procurement management	Transportation management	Supply Chain Management	logistics information management	logistics system analysis	Distribution Center Planning and Management	Case analysis of logistics management	SCMS
Graduation Requirements	1	Engineering knowledge	1.1										
			1.2			●							
			1.3										
	2	Problem analysis	2.1										
			2.2	●		●			●	●	●		●
			2.3		●		●						
	3	Design and development	3.1										
			3.2										
			3.3						●	●		●	●
	4	Research	4.1										
			4.2	●			●	●	●	●	●		
			4.3		●								
	5	Tool	5.1										
			5.2		●								
			5.3									●	
	6	Engineering and society	6.1					●					
			6.2	●							●	●	●
			6.3										
	7	Environment and sustainability	7.1	●			●						
			7.2										
			7.3										
	8	Professional standards	8.1										
			8.2										
			8.3										
	9	Individual and team	9.1										
			9.2										
			9.3										
	10	Communication	10										
			10			●							
			10										
	11	Project management	11										
			11									●	
			11										
	12	Lifelong learning	12										
			12										
			12										