

“OBE + PBL” Educational Concept for Cultivating “Live Streaming Sales” Talents in Business English

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Abstract: With the rapid development of e-commerce, “live streaming sales” has become an emerging sales model. This paper aims to explore how to build a training model for “live streaming sales” in Business English under the guidance of Outcome-Based Education (OBE) and Problem-Based Learning (PBL) educational concept, which is a new teaching model aimed at cultivating students’ practical abilities and innovative thinking. The research shows that the “OBE + PBL” educational concept can effectively improve students’ professional skills and comprehensive quality, providing new ideas and methods for the training of “live streaming sales” in the Business English major.

Keywords: Live streaming sales; OBE; PBL; Practical teaching

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1. Introduction

In recent years, with the advent of the 4.0 era of big data and cross-border e-commerce, the traditional Business English major has faced tremendous challenges. Higher education responds to the call of the Ministry of Education for the construction of “four news” in disciplines, accelerating the modernization of education. So many colleges and universities have started to integrate disciplines and enhance intelligence, actively introducing emerging models such as digital teaching, big data, intelligent transformation, and live streaming sales into college teaching models. The Business English major, through the “four new” construction, better combines with new technologies and industries, providing language and cultural support for industrial upgrading, which is a reform that needs to be carried out urgently to meet the needs of the times.

“Live streaming sales” as an emerging sales model, has significant advantages but also comes with many challenges and problems. For example, some hosts in the live streaming process have exaggerated publicity and misled consumers, which undoubtedly damages the trust of live streaming sales in the hearts of consumers^[1]. This phenomenon reflects the problems in the current training system for live streaming sales. The training of e-commerce live streaming talents should focus on their practical operational abilities. The cultivation of these abilities is often difficult to achieve with traditional teaching methods.

Currently, there is a significant shortage of talent supply in the “live streaming sales” field, and its

professional foundation still needs to be strengthened. Therefore, this paper attempts to introduce the “OBE + PBL” educational concept into the training of college e-commerce talents, focusing on students, adjusting teaching strategies, and strengthening teaching focus to stimulate students’ initiative, to cultivate high-skilled live streaming talents that meet the expectations of enterprises.

2. Current status of “live streaming sales” talent cultivation and training models in colleges and universities

2.1. The “live streaming sales” course is novel and interdisciplinary, with a significant talent gap

Faced with the talent demand expected to reach 21.84 million people by 2025, the establishment of live streaming sales courses is particularly urgent and important ^[2]. Although the education department has been committed to promoting colleges and universities to offer courses that meet the needs of the “live streaming sales” industry, the talents cultivated still cannot effectively match the huge gap in market demand. Courses should not only cover traditional knowledge such as business and marketing, but also integrate interdisciplinary content such as Internet technology, new media operation, and big data analysis, which leads to the bottleneck phenomenon in the process of talent training.

2.2. The curriculum setting focuses heavily on theory rather than practical teaching content

Currently, there are issues in the talent cultivation of live streaming sales in colleges and universities, where the curriculum focuses too much on theory and practical teaching content lags behind market demand. Firstly, although the live streaming sales industry is rapidly integrating new technologies, such as Virtual Reality (VR) panoramic live streaming and 4 K or 8 K high-definition live streaming, college courses rarely involve these advanced technologies, resulting in a significant gap between students’ technical practice and industry needs ^[3]. Secondly, with the standardized development of the industry, China has introduced several policies for guidance and standardization, but these contents are often neglected in college courses, and students lack an understanding of industry standards and regulatory policies. Moreover, as the market’s acceptance and willingness to purchase continue to increase, college courses have not kept up with the latest market trends, leading to a disconnect between supply and demand.

2.3. Vague talent cultivation positioning, lacking clear career development path and skill requirements

Live streaming sales talent cultivation is facing the problem of vague positioning and lack of a clear career development path. Educators and learners find it difficult to grasp the direction and focus of cultivation, leading to a deviation between students’ school learning content and the actual needs of enterprises ^[4]. Students may feel a lack of theoretical and skill reserves after entering enterprises, resulting in a psychological gap. Additionally, the standardization of the live streaming sales industry is also an indispensable part of talent cultivation.

3. Based on the OBE + PBL curriculum practice teaching model construction

The Outcomes-Based Education (OBE) educational concept is an advanced educational philosophy that emphasizes an education method oriented toward learning outcomes ^[5]. Project-Based Learning (PBL) emphasizes that students’ learning is driven by actual projects or tasks, reflecting the educational thought of “learning by doing, doing while learning.” The OBE educational concept points out the direction for teaching

activities, and PBL provides methods for the design and implementation of teaching activities. By organically combining these two teaching organizational forms, students can both solve practical problems through group cooperation in the classroom and develop their critical thinking.

This paper, in line with the OBE educational concept and integrating PBL project-based teaching, takes real enterprise projects as the carrier and designs the live streaming sales practice teaching into five stages: learning objectives, teaching plans, teaching implementation, outcome evaluation, and feedback improvement (as shown in **Figure 1**).

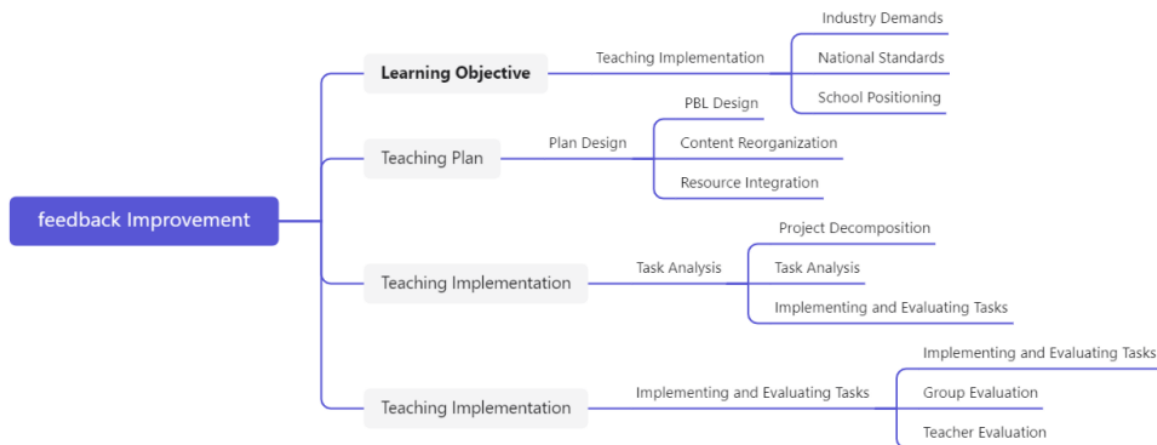


Figure 1. Teaching mode of data analysis practice course based on OBE + PBL

In the design process, the following should be noted. Firstly, based on meeting the requirements of school positioning, professional characteristics, and student development, the formulation of learning objectives should also pay attention to social and industry needs at national professional standards. Secondly, the design of teaching plans should follow the principle of “project-led, task-driven,” taking real enterprise project cases as the carrier, localizing the transformation of projects, optimizing and reorganizing teaching content according to project requirements, and collecting and integrating excellent course teaching resources to provide support for subsequent student cooperative learning. Thirdly, referring to the PBL teaching plan design, in the teaching implementation process, according to the project theme, the teaching content is refined and decomposed into several tasks, and group cooperation is carried out according to the teaching process of analyzing tasks, implementing tasks, and evaluating tasks. Fourthly, the outcome evaluation adopts a multi-faceted evaluation method, taking into account self-evaluation, group evaluation, and teacher evaluation, and carries out evaluation and exchange according to the course assessment and evaluation standards. Lastly, based on the outcome evaluation, determine the degree of achievement of learning objectives, and continuously improve the teaching plan design in the continuous practice process.

4. Curriculum teaching model design based on OBE + PBL

4.1. Learning objectives

Under the guidance of the OBE educational concept, the curriculum learning needs to be combined with the needs of the industry and enterprises, following the school’s training program requirements, combined with professional characteristics and student development characteristics, to propose feasible and innovative curriculum learning objectives ^[6]. Currently, the school where the author is located has established industrial cooperation with well-known enterprises such as Geely Group. Additionally, in the process of talent introduction, engineers and senior engineers with rich project practical experience have been actively introduced

to enrich the practical training team, which is conducive to effective communication with the industry in the formulation process of the curriculum objectives.

After continuous analysis and refinement, this paper has established the learning objectives of this course from aspects such as “knowledge, ability, and quality” as shown in **Table 1**.

Table 1. Learning objectives of live streaming sales practice course based on OBE + PBL

Course objectives	Specific content
A Knowledge Level	A1 Product knowledge
	A2 Market analysis knowledge
	A3 Marketing theory
	A4 New media knowledge
	A5 Communication theory
	A7 E-commerce platform knowledge
	A8 Data analysis knowledge
	A9 Technology application knowledge
	A10 Cross-cultural communication knowledge
	A11 Project management knowledge
	A12 Innovation and entrepreneurship knowledge
	A13 Psychology knowledge
	A14 Brand management knowledge
	A15 Crisis management knowledge
	B Skill Level
B2 Content creation and planning	
B3 New media application skills	
B4 Product knowledge and market analysis	
B5 Language expression and communication skills	
B6 Marketing promotion skills	
C Quality Level	C1 Professional spirit
	C2 Integrity awareness
	C3 Legal awareness
	C4 Social responsibility
	C5 Teamwork skills
	C6 Communication and coordination skills
	C7 Autonomous learning ability
	C8 Innovation and creativity
	C9 Adaptability
	C10 Emotional management skills
	C11 Cross-cultural communication skills
	C12 Lifelong learning awareness
	C13 Leadership
	C14 Critical thinking
	C15 Aesthetic ability: enhance students' aesthetic abilities

4.2. Teaching Plan

To achieve the training objectives of the course, the design of the teaching plan should start with the learning objectives, this course uses real enterprise projects or real competition questions as the carrier, localizing the design of the project, and further optimizing and reorganizing the teaching content^[7]. According to the typical process of enterprise work, the teaching content is refined into four tasks. First is data analysis and product selection. The second is to determine the live streaming platform. Third is live broadcast planning, including live broadcast process planning, live broadcast control strategy, and live room event planning, as well as the planning, operation, implementation, and evaluation of live e-commerce. The fourth is to simulate live broadcast, practical exercise, and platform live broadcast. Fifth is after-sales service.

The second level of project teaching design is based on the specific project content, using a gradual task-

oriented teaching form, combining the overall optimization and reorganization of the course content with the course objectives, breaking down a complete project task into several achievable and operable sub-tasks, and ensuring that each teaching objective is supported by corresponding teaching content, integrating related knowledge points into the task learning. Simultaneously, as the teaching content continues to deepen, the difficulty of the tasks also gradually increases. By combining these results, the basic functions of the project can be achieved, and finally, the project results can be completed through comprehensive case practice. To effectively complete the learning of stage tasks, regular achievement presentations are arranged according to the task arrangement, and students are guided to further sort out and summarize the problems and solutions encountered in the task completion process through exchange interaction and display evaluation, accumulating experience for the completion of the next task, thus laying a solid foundation for the completion of the entire comprehensive project results. Taking the project “Live Streaming Sales of Geely Automobile Related Products” designed in this course as an example, a table of the relationship between project tasks and teaching objectives is established, as shown in **Table 2**.

Table 2. Teaching objective correspondence table for “live streaming sales of Geely Automobile related products”

Task name	Task refinement	Support for course objectives in teaching tasks
Task one: select product	Sub-task 1: Market research, data analysis Sub-task 2: Select product Sub-task 3: Product pricing	A1 A2 A3 B4 C3 C4
Task two: determine live streaming platform	Sub-task 1: Understand cross-border e-commerce live streaming platform Sub-task 2: New media application (VPN, Facebook, etc.) Sub-task 3: Determine live streaming platform	A4 A5 A7 A9 B1 B3 B6 C5 C6 C7
Task three: live broadcast planning	Sub-task 1: Live broadcast planning and preparation Sub-task 2: Live room layout Sub-task 3: Live broadcast script preparation, design the live broadcast script, including broadcast time, theme, product selling points, and scripted speech, and conduct rehearsal tests.	A10 A13 B2 C7 C11 C15
Task four: platform live broadcast	Sub-task 1: Live broadcast testing: before the live broadcast, test the account, internet speed, functions, volume, barrage, product shelving, etc., to ensure smooth live broadcasting. Sub-task 2: Product display and introduction: in the live broadcast, display the product features and advantages in detail, and conduct trials and experiences to enhance persuasiveness. Sub-task 3: Interaction session setting: increase audience participation through Q&A, lotteries, and other forms to stimulate the desire to purchase. Sub-task 4: Promotion strategy application: use strategies such as time-limited offers, discounts, flash sales, etc., to create a sense of urgency and promote sales conversion.	A11 A13 B5 C1 C2 C5 C6 C7 C9 C10 C14 C15
Task five: after-sales service	Sub-task 1: After-sales service guarantee: provide a comprehensive policy for delivery, after-sales service, and return and exchange to eliminate consumers' worries. Sub-task 2: Post-broadcast review: based on the live broadcast performance and user feedback, conduct a detailed data review, summarize experiences, and optimize subsequent live broadcasts. Sub-task 3: Customer relationship maintenance: after the live broadcast, follow up with user orders and after-sales service promptly to maintain customer relationships.	A8 A14 A15 B7 C4 C8 C13

4.3. Teaching implementation

Teaching implementation is the process of putting course design and philosophy into practice, an indispensable part of course teaching, which directly affects students' learning outcomes and educational quality [8]. In the process of teaching implementation, the course applies PBL projects to data analysis practice teaching, breaking down a complete project task into several achievable and operable sub-tasks. Concurrently, it integrates the relevant theoretical knowledge of the course into the design and implementation process of the project. Students can learn, practice, think, and summarize while learning, to better stimulate students' enthusiasm for learning and improve students' initiative. According to the concept of "project leadership, task-driven," in specific course practice teaching, it is carried out in the links of "task presentation - task analysis - task implementation - task evaluation," while running through the whole process of "before class, during class, and after class," and combined with specific cases for illustration. This paper takes "task three: live broadcast planning" as an example to introduce the specific implementation of PBL project learning in the classroom, as shown in **Table 3**.

Table 3. The specific implementation process of classroom teaching for "task three: live broadcast planning"

Stage	Teacher activities	Student activities
Pre-class	Post tasks on the learning platform: post live broadcast sales teaching videos	Accept tasks on the learning platform: watch teaching videos
	Post pre-class tests	Complete pre-class tests
In-class	Sign in on the learning platform before the official class starts	Complete attendance sign-in
	Present tasks: describe the background of the task, and issue PBL group tasks according to the selected products and platforms Analyze tasks: (1) show the effect when the task is completed (2) guide students to refine and decompose the task into operable task points according to the implementation process of the task	Confirm groups, understand (1) task content, think about the task (2) group rules, enter the group Discuss and discover: (1) listen carefully, watch the task completion requirements (2) discuss in groups to further refine and decompose the task
Post-class	Timely assessment	Further improve live broadcast planning

4.4. Outcome evaluation

In the outcome evaluation phase, it is necessary to focus not only on the evaluation of students' practical results but also on the degree of mastery of knowledge and skills and the degree of student participation in the practical process [9]. This paper pays special attention to the importance of practical ability and creative thinking in project evaluation, and the evaluation criteria also include real live broadcast sales ability, language communication skills, platform operation ability, etc. Additionally, students conduct self-assessment and group mutual evaluation according to the role division in group tasks, to reflect on and evaluate their learning outcomes, and to provide constructive feedback and suggestions for classmates.

4.5. Feedback and improvement

Feedback and improvement are key elements of the OBE teaching philosophy [10]. According to the practical results of industry live broadcast sales skills competition and school-enterprise cooperation live broadcast sales, teachers adjust the project's topics promptly and provide certain guidance to students during the process of breaking down the project to ensure the effectiveness and practicality of teaching.

5. Implementation effectiveness of course practice teaching based on OBE + PBL

To truly reflect students' learning situations, after the project learning teaching based on outcome-oriented education, this paper uses survey questionnaires, interviews, and other forms to investigate and analyze students' course satisfaction, learning process, and course improvement aspects. About 80% of students believe that the course implementation process has greatly improved their learning habits. 85% of students believe that the project learning carried out this semester has been specifically helpful in stimulating learning interest, enriching learning resources, expanding learning horizons, changing learning concepts, and improving cooperative communication and independent inquiry abilities.

6. Conclusion

The training of live broadcast sales in the Business English major under the OBE + PBL educational concept has clarified the learning objectives. Under the guidance of the OBE educational concept, with the expected learning outcomes of students as the orientation, it helps students clarify learning objectives and improve learning motivation. The PBL model allows students to learn in solving practical problems, enhancing students' practical operation ability and problem-solving ability. Combining OBE and PBL, students actively explore and learn in the live broadcast sales project, cultivating independent learning ability. The PBL model emphasizes the authenticity and contextual relevance of problems, making the teaching content closely related to actual work, enhancing the practicality and attractiveness of teaching. Simultaneously, the PBL model is usually carried out in the form of group cooperation, which helps to cultivate students' team cooperation ability and communication skills.

College students majoring in Business English have implemented the OBE + PBL model of educational philosophy, and students have systematically mastered the professional theoretical knowledge and practical skills in the field of live broadcast sales which not only greatly improved their professional competitiveness but also cultivated their ability to solve problems in complex environments, effectively improving students' professional quality, ensuring the quality of practical teaching, and successfully achieving the goal of training practical and technical live broadcast sales talents that meet the needs of society and the market.

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