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Outcome-Based Education-Oriented Teaching Reform and Practice of the Educational Psychology Course: A Capability-Building Curriculum Reconstruction and Action Research

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Abstract: This study adopts outcome-based education (OBE) as its guiding philosophy and reports an action research-based curriculum reconstruction of the Educational Psychology course at Guangdong University of Science and Technology. Grounded in Spady's OBE principles and Biggs's constructive alignment theory, the reform redesigns learning outcomes, reorganizes course modules around authentic teaching problems, embeds task-based learning as the core instructional mechanism, and establishes a multi-source evidence system to trace capability development. Data were collected from performance tasks, classroom observations, learning artifacts, and reflective memos across five instructional modules. The findings indicate three major outcomes: (1) Educational Psychology can be repositioned from a theory-oriented course to a psychological sense-making engine for interpreting instructional realities; (2) task design serves as the critical mechanism for activating and forming professional capabilities; and (3) multi-source evidence enables the visibility and traceability of teacher cognition development. The study demonstrates that OBE-based course reconstruction can reshape pre-service teachers' cognitive structures and professional identity at an epistemic level, offering a replicable model for capability-oriented curriculum reform in teacher education.

Keywords: Outcome-based education; Educational psychology; Teacher education; Capability development; Curriculum reform

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1. Introduction

Against the backdrop of China's national strategy to enhance the quality of higher education, outcome-based education (OBE) has emerged as an important guiding framework for instructional reform. OBE emphasizes a shift from traditional knowledge transmission to the cultivation of measurable learning outcomes and practical competencies. This transformation is particularly significant in teacher education, where the alignment between

curriculum design and future professional competence is essential.

As a core foundational course in English teacher preparation programs, Educational Psychology plays a critical role in fostering pre-service teachers' understanding of learner development, psychological principles, and evidence-based instructional decision-making. However, under conventional teaching models, the course often suffers from unclear learning objectives, outdated content structures, single teaching methods, and ineffective assessment practices. Consequently, students tend to acquire theoretical knowledge without the ability to apply psychological concepts in real teaching contexts, limiting the course's contribution to professional competence development.

To address these challenges, this study adopts OBE as its guiding philosophy and takes Guangdong University of Science and Technology (GUST) as a case site to explore a systematic reform model for the Educational Psychology course. Beyond course-level improvement, the reform seeks to reconstruct the professional capability chain in teacher education, while also responding to Guangdong Province's strategic demand for high-quality teacher training and offering a replicable model for outcome-oriented curriculum transformation.

2. Literature review

2.1. Outcome-based education and higher education reform

Since Spady unveiled the theoretical structure of outcome-based education [1], OBE has been gradually transformed from a school-level curriculum reform approach into a meta-framework for quality assurance in higher education. The core argument of OBE is that educational quality should ultimately be judged by what learners are able to "do" after learning, instead of how much content teachers "cover." This shift marks the transition from content-transmission instructional cultures to capability-driven curriculum design. In recent years, OBE has been increasingly linked to competency-based teacher education models [2–4], especially in Asia-Pacific higher education reforms. The OBE logic emphasizes backward curriculum design—that is, curriculum goals should start with expected learning outcomes, which subsequently determine teaching activities and assessment evidence.

Internationally, OBE has been widely adopted in professional education domains such as medical education, engineering, TESOL teacher education, and business education [5,6]. These domains share similar epistemological assumptions: (1) real-world performance matters more than knowledge accumulation, and (2) learning evidence needs to be authentic, contextualized, and competency-oriented. Accordingly, OBE frameworks frequently require learning outcomes to be expressed through behavioral verbs (analyze, evaluate, interpret, design, etc.) that imply observable performance. In this sense, OBE provides a methodological meta-framework for turning teacher education courses into ability-generating educational processes.

2.2. Teaching reform in Educational Psychology courses

Educational Psychology occupies a foundational status in teacher preparation worldwide. However, studies have repeatedly pointed out that the course tends to operate as a decontextualized psychology theory course rather than a practical knowledge base for teaching problem-solving [7]. International research suggests that Educational Psychology courses become effective only when students are invited to use psychological knowledge to interpret or solve classroom problems [8]. Common effective reform strategies include: (1) case-based pedagogy, (2) problem-based learning, (3) micro-teaching with psychological behavior annotation, and (4) reflective writing and self-explanation tasks. Empirical evidence shows that the process of "theory→interpretation→action

planning→reflection" is essential for psychological knowledge to transform into teaching competence [9]. In this sense, Educational Psychology is not knowledge transfer, but representation transformation—from declarative theory into proceduralized teacher action schemas.

2.3. Research gaps

Although many scholars have explored Educational Psychology instruction in teacher education, three research gaps remain evident. First, most reforms emphasize pedagogical innovation (e.g., flipped classroom, group discussions) without integrating OBE-based learning outcome reconstruction, resulting in methodological novelty without curriculum logic transformation. Second, existing research is largely limited to single-course improvement, lacking investigation on how Educational Psychology learning outcomes are coordinated with other core teacher education courses, such as Teaching Methods, Curriculum Design, and Practicum. Third, current assessment practices still mainly test knowledge recall, with insufficient attention to multi-source evidence that demonstrates real capability formation. In response to these gaps, this study reconceptualizes Educational Psychology as a capability-generating course under an OBE framework, constructs a backward design chain that aligns learning outcomes, teaching tasks, and performance evidence, and implements a multi-source evidence evaluation model in authentic institutional teaching. Thus, this study aims to offer a replicable reform model for capability-oriented Educational Psychology curriculum design in teacher education programs.

3. Theoretical foundations and analytical framework

3.1. Spady's three operational principles of OBE

Spady conceptualized OBE not simply as a new administrative model or assessment reform, but as a paradigm shift of the meaning of "success" in education [10]. His model rests on three operational principles:

(1) Clarity of focus: Teaching must be designed backward from what learners should ultimately be able to do.

(2) Expanded opportunity: Learners must be provided repeated, diversified opportunities to practice, refine, and demonstrate the intended outcomes.

(3) High expectations: Assessments and feedback mechanisms should be set at a level that continuously challenges students to perform competently.

The implication is profound: if the focus of education is performance capability, then curriculum goals become performance specifications, not topic coverage. Spady thus introduced the famous "backward design" principle: instructional design must start from outcomes, not from disciplinary topics. This principle is especially important for Educational Psychology. When the course is taught as a psychological knowledge survey, students accumulate declarative information. When the course is taught as capability training, students acquire interpretive and decision-making repertoires for real teaching scenarios.

3.2. Constructive alignment as the pedagogical mechanism

While Spady clarified the philosophical foundation of OBE, Biggs offered the pedagogical engineering logic through the theory of constructive alignment [11,12]. Constructive alignment is built on two core assumptions: first, learning is actively constructed by learners through meaningful engagement in tasks; and second, all curriculum components must be coherently aligned so that the intended outcomes can be constructed through the learning activities required. That is, alignment is not a checklist of isolated course elements, but a causal chain in which Intended Learning Outcomes (ILOs) determine the design of Teaching and Learning Activities

(TLAs), which in turn determine Assessment Tasks (ATs) that provide evidence of whether ILOs have been achieved.

In other words, students only truly learn when they are "doing tasks." Therefore, instructional design must ensure that "what to learn," "how to learn," and "how to assess" are consistent, constructing a three-point alignment chain (See **Table 1**).

Table 1. Biggs's constructive alignment mechanism

Module	Key question	Corresponding design
ILO–Intended Learning Outcomes	What performance should students be able to demonstrate after completing the course?	Behavioral descriptors and capability indicators
TLA–Teaching & Learning Activities	What learning activities can trigger such performance to occur?	Case analysis, scenario simulation, diagnostic tasks
AT–Assessment Tasks	How can evidence be collected to prove that the intended performance has occurred?	Learning products, logs, observation records, reflective texts

When such alignment exists, students inevitably construct the targeted outcomes; when misalignment occurs, instructional efforts become fragmented and ineffective, even if the teacher "teaches very hard." Hence, this study applies this alignment mechanism to the Educational Psychology course, ensuring that learning outcomes, instructional activities, and evaluation evidence are coherently linked.

3.3. Synthesizing Spady and Biggs for capability formation in Educational Psychology

This study synthesizes the above frameworks into a single four-level logic chain specifically for Educational Psychology course design (See **Table 2**):

Table 2. Four-level logic chain for course design

Level	Key question	Design focus	Theory source
L 1	What psychological competence should student teachers perform?	Observable outcomes	Spady (OBE)
L 2	What learning activities will cause that competence to develop?	Task design	Biggs (Alignment)
L 3	What learning evidence will show that competence is present?	Authentic assessment	Biggs (Alignment)
L 4	What iteration mechanisms refine instruction?	Action research cycles	OBE + design-based improvements

This logic enables a shift: Educational Psychology becomes a performance engineering course, not a theoretical reading course.

3.4. Analytical framework for this study

Based on the theoretical synthesis, the analytical framework guiding this study contains four analytic axes:

(1) Outcome specification: Are competencies expressed in behaviorally observable terms?

(2) Instructional tasks as performance generators: Do tasks require students to apply psychological concepts to real teaching problems?

(3) Evidence tracing mechanisms: Do assessments collect authentic artifacts demonstrating the thinking

process, interpretation, and design decisions?

(4) Iterative improvement as quality assurance: Does course design evolve based on evidence from authentic classroom implementation?

This framework functions as both design rationale and evaluation grid.

4. Diagnosis of current problems in Educational Psychology teaching practice

4.1. Learning outcomes are vaguely expressed and lack observability

In the existing syllabus, learning outcomes tended to be expressed as broad knowledge categories (e.g., "understand major theories of learning") or general qualities (e.g., "improve reflective capacity"). These expressions do not specify the expected level of performance nor the observable cognitive operations students need to demonstrate. Without explicit behavioral markers, instructors cannot design aligned tasks, and students cannot monitor their progress toward capability acquisition. The mismatch between expected and actual outcomes becomes inevitable.

4.2. Content organization follows disciplinary logic rather than problem logic

The syllabus followed a chapter-by-chapter psychological theory structure, which is common in traditional Educational Psychology teaching worldwide. However, psychological knowledge is meaningful for teacher education only when it helps learners interpret instructional problems. When content is sequenced based on psychological schools (behaviorism, cognitivism, humanism, etc.), the epistemic logic may be internally coherent, but the professional relevance becomes opaque. Student teachers struggle to connect theories with concrete classroom situations, especially local English language teaching contexts.

4.3. Learning activities are dominated by lectures and the reproduction of information

Teaching practice relied primarily on instructor lecturing and PPT-based knowledge transmission. Although occasional discussions or questions were included, learning activities seldom required students to perform higher-order cognitive processes such as interpretation, diagnosis, hypothesis generation, or intervention planning. Learning was primarily reception-based. In OBE terms, opportunities for capability demonstration were minimal. Without structured tasks, psychological concepts remain inert knowledge.

4.4. Assessment practices focus on summative testing of knowledge recall

Assessment practices were predominantly final examinations, using multiple-choice items or definition-based questions. These tools test knowledge recall rather than the capability of applying knowledge to teaching problems. Formative assessment practices (such as reflective journals, learning logs, classroom observation notes, analytical memos, or peer feedback) were either absent or optional. Consequently, there was no systematic tracing of capability development. The assessment system did not provide evidence that could support the continuous improvement of teaching practice.

4.5. Limited integration with adjacent courses and practicum components

Educational Psychology existed largely as a stand-alone course. Its outcomes were not explicitly elaborated in relation to subsequent courses such as Curriculum and Instruction, English Teaching Methodology, or Teaching Practicum. As a result, conceptual learning in Educational Psychology was neither reinforced nor extended through later courses. This lack of vertical alignment weakens the potential of Educational Psychology

to function as a capability scaffold across the curriculum. Without outcome mapping across courses, the contribution of Educational Psychology to professional learning trajectories remains under-leveraged.

5. Reform design under the OBE framework (operational level)

5.1. Backward specification of observable learning outcomes

The first step is to express learning outcomes using behavioral verbs that describe observable performance. In this reform, learning outcomes are rewritten into six "can-do" statements (See **Table 3**):

Table 3. Specification of observable learning outcomes

Intended learning outcome (ILO) code	Can-do performance statement
ILO 1	Analyze psychological mechanisms underlying students' behavioral patterns in English classrooms
ILO 2	Interpret learners' emotional and motivational status through classroom cues
ILO 3	Identify psychological barriers that hinder English learning
ILO 4	Propose feasible intervention strategies grounded in psychological principles
ILO 5	Justify intervention decisions with evidence-based reasoning
ILO 6	Reflect on one's explanatory and decision-making process

These outcomes become the anchor for content, activities, and assessment.

5.2. Module reorganization by teaching problem typology

Instead of organizing content by "psychological schools," the course is reorganized by teaching problem types commonly seen in Chinese English classrooms (See **Table 4**):

Table 4. Module reorganization

Module	Teaching problem focus	Core psychological constructs
M 1	Students cannot sustain attention	cognitive load / selective attention
M 2	Students resist participation	self-efficacy / attribution / motivation
M 3	Students experience learning anxiety	affective filter / emotional regulation
M 4	Students show persistent low performance	learned helplessness / self-regulation
M 5	Mixed-ability classrooms	differentiation / scaffolding / ZPD

Each module starts with a real scenario from primary or secondary English lessons, then psychological theory is introduced as the sense-making tool.

5.3. Task-based learning design as performance generator

Following alignment logic, each module includes one signature task that requires interpretive performance (See **Table 5**).

Table 5. Task-based learning design

Module	Task prototype
M 1	Students analyze a 5-minute video clip and annotate "attention drop points" with cognitive load justification
M 2	Students write a motivational diagnosis report referencing attribution theory
M 3	Students simulate a teacher–student counselling dialogue addressing test anxiety
M 4	Students design a micro-intervention plan to reduce learned helplessness
M 5	Students propose differentiation strategies for a heterogeneous class sample

These tasks "force" students to process psychological knowledge as tools.

5.4. Multi-source evidence system for capability tracing

Assessment shifts from "test what students know" to "collect evidence of what students can do." The evidence ecosystem includes process evidence, product evidence, discourse evidence, and reflective evidence (See **Table 6**):

Table 6. Multi-source evidence system

Evidence type	Tool
Process evidence	learning logs, observation notes
Product evidence	diagnostic reports, intervention blueprints
Discourse evidence	interview transcriptions, peer feedback comments
Reflective evidence	weekly self-reflection memos

Meanwhile, a simplified rubric template is developed for consistent marking (See **Table 7**).

Table 7. Marking standards

Criterion	Descriptor
Interpretation quality	Does the student use psychological concepts accurately to interpret classroom phenomena?
Evidence use	Does the student cite classroom cues to justify claims?
Decision logic	Are intervention decisions theoretically warranted?
Reflective depth	Does the student recognize cognitive biases or alternative explanations?

These marking standards ensure the assessment is aligned with ILOs.

6. Action research implementation: Module-based classroom execution

This part reports the implementation of the restructured Educational Psychology course in GUST. The teaching intervention followed the five-module structure introduced in the previous section. Each module spanned 2–3 weeks and integrated (a) a teaching problem scenario, (b) psychological sense-making tools, and (c) a signature performance task. Data used to inform iterative improvement came primarily from observation notes, learning artifacts, and post-task reflective memos.

6.1. Module 1: Sustaining attention in English language classrooms

The module opened with a short video segment of an authentic middle school English reading lesson. Students were invited to annotate moments where attention breakdown seemed observable (gaze wandering, posture shifts, micro-disengagement). Most initially produced superficial comments. After cognitive load theory and selective attention mechanisms were introduced, students re-annotated the same segment and produced radically more precise interpretations. The signature task required each group to generate a "cognitive load mapping" of the lesson. Analysis showed students began shifting from "opinion-based commenting" to "concept-driven interpretation."

6.2. Module 2: Motivational resistance and participation avoidance

At the start of the module, multiple students reported in reflections that they had not previously considered "participation resistance" as psychologically interpretable. Using attribution theory, students examined why certain learners withdraw from communicative activities. The task required writing a short "motivation diagnosis memo" based on textual student statements. A notable finding from classroom observation: once students started framing classroom behaviors in terms of "causal beliefs" (e.g., controllability, locus), their interpretive language became more analytical and less judgmental.

6.3. Module 3: Managing learning anxiety in oral English performance

Students watched a video of oral performance testing, noting signs of anxiety (e.g., body tension, speech dysfluency). After learning affective filter theory and emotional regulation strategies, students simulated short counselling dialogues (role play) to address test anxiety. Peer feedback indicated that simulation deepened psychological sensitivity; students reported recognizing that "emotional-level intervention" is a legitimate instructional act rather than merely a "soft skill."

6.4. Module 4: Persistent low-performance and learned helplessness

Student teachers compared two hypothetical profiles: one underachieving learner with growth-oriented beliefs, and one with a stable-ability belief pattern. This contrastive exercise sharpened conceptual discrimination between low performance and learned helplessness. The performance task was designing a micro-intervention plan with stepwise scaffolding. Observation notes documented students struggling most with "dosage"—how much help is "too much help." Reflection memos revealed students discovering that "psychologically sound intervention" requires calibration, not just good intentions.

6.5. Module 5: Mixed-ability classes and differentiation strategies

This final module brought together the previous modules by discussing heterogeneity as a composite instructional condition. Through a video of a Grade 7 English vocabulary lesson, students identified multiple simultaneous psychological states in one classroom. The culminating task was proposing a differentiation strategy set for three distinct learner profiles. Students began to articulate strategy reasoning not as a fixed recipe but as "conditional response," which signaled an important epistemic shift: psychological theory was now being used as a decision-making framework.

6.6. Emergent patterns observed across modules

Across the five instructional modules, three stable and recurring patterns were observed, indicating meaningful shifts in students' learning processes and cognitive engagement.

First, a clear knowledge-to-interpretation shift emerged. Students increasingly employed psychological constructs as analytical lenses for making sense of classroom situations, learner behaviors, and instructional dilemmas, rather than treating these concepts as static textbook facts to be recalled. This change reflects a deeper level of conceptual internalization and application.

Second, an emergence of decision justification was evident in students' task outputs. Instead of merely stating what instructional actions should be taken, students began to articulate why particular strategies were appropriate in specific contexts, drawing explicitly on psychological principles to support their reasoning. This pattern signals the development of professional judgment and evidence-informed decision-making.

Third, reflective memos revealed growing meta-cognitive recognition. Students demonstrated increasing awareness of their own interpretive biases, the limitations of their strategic choices, and the conditional nature of pedagogical decisions. Collectively, these patterns constitute key evidence of capability formation and align closely with the OBE logic that emphasizes backward alignment from performance outcomes to learning processes.

7. Effectiveness analysis and discussion based on ILO achievement evidence

This section evaluates the effectiveness of the OBE-based reform of the Educational Psychology course by examining the extent to which each Intended Learning Outcome (ILO) was achieved. Evidence was derived from students' performance tasks, classroom observation notes, and reflective writing. Since this study adopts a qualitative evidence design, the analysis prioritizes the nature and quality of performance rather than any numerical measurement.

7.1. ILO 1: Capability to analyze psychological mechanisms underlying classroom behavior

Student artifacts after Module 1 and Module 2 indicate that learners were increasingly able to identify cognitive load conditions and motivational attributions underlying classroom behaviors. Compared with earlier informal discussions, later annotations shifted from "I think students are bored" to "attention lapse correlates with extraneous load spikes" or "avoidance behavior reflects external attribution for failure." This suggests students acquired interpretive language grounded in psychological constructs rather than intuitive judgments.

7.2. ILO 2: Capability to interpret emotional status through classroom cues

Role-play observations and reflective notes after Module 3 showed that students began identifying emotional indicators (micro facial tension, hesitation, vocal trembling) as meaningful classroom cues rather than incidental features. Students' reflections showed they began to infer psychological states from subtle signals. This indicates students internalized the notion that emotional status is observable, inferable, and pedagogically actionable within instructional settings.

7.3. ILO 3: Capability to identify psychological barriers in English learning

Students demonstrated refined discrimination between "low performance" and "learnt helplessness" during Module 4. Reflection logs showed multiple students reporting that they had previously conflated low grades with low ability, but post-module, they distinguished ability beliefs from performance artefacts. This suggests the reform supported students' diagnostic sensitivity. The nuanced reading of learner profiles marks a development of interpretive precision.

7.4. ILO 4: Capability to propose feasible intervention strategies grounded in psychological principles

In Modules 3–5, students designed intervention plans referencing relevant constructs. One student, for example, justified a scaffolding sequence with reference to Vygotsky's zone of proximal development, not as a slogan but as logic to calibrate the intervention intensity. The shift from "try encouragement" to "apply graduated support because the learner's proximal performance zone is under-activated" suggests students appropriated psychological theory as decision rationale.

7.5. ILO 5: Capability to justify intervention decisions with evidence-based reasoning

Peer review comments and interview excerpts indicated a cross-module improvement in students' justification literacy. Students began to provide data-based warrants—e.g., "the student's self-efficacy belief is unstable because his verbal expression indicates an external locus of control." This marks a transition from casual associative reasoning to claim–evidence–warrant structures. This shift is a key indicator of epistemic maturation in teacher cognition.

7.6. ILO 6: Capability to reflect upon one's own explanatory and decision-making process

Reflective journals at the end of the semester show students recognizing their own interpretive biases. Multiple students expressed meta-awareness, such as: "I realized I jumped to conclusions before checking my assumptions about causality." This indicates emergent metacognitive regulation. The development of reflective capability is critical since teacher cognition literature consistently emphasizes that reflexivity is a higher-order component of professional vision.

7.7. Synthesized interpretation of effectiveness

Reviewing all six ILOs, the evidence suggests that students did not merely expand their declarative knowledge; rather, they developed cognitive repertoires that enabled interpretive, diagnostic, justificatory, and reflective operations in classroom contexts. This indicates the alignment mechanism functioned as intended: structured tasks successfully triggered the targeted cognitive operations.

7.8. Implications

At the course level, the findings indicate that psychological knowledge can be transformed from static theoretical content into performable competence. Through OBE-oriented design, psychological concepts are no longer treated as information to be memorized, but as analytical tools that students actively apply to interpret learners' behaviors, diagnose instructional problems, and justify pedagogical decisions. This shift enhances the functional value of Educational Psychology within teacher preparation.

At the curriculum level, the study suggests that Educational Psychology can operate as a capability scaffold that feeds forward into subsequent methods and practicum courses. By foregrounding performance-based outcomes and transferable cognitive skills, the course helps establish a foundation upon which subject-specific pedagogy and teaching practice can build, thereby strengthening coherence across the teacher education curriculum.

At the level of professional identity, students begin to adopt a "psychological sense-making stance" toward teaching. They increasingly view instructional challenges through a psychological lens and position themselves as reflective practitioners rather than passive transmitters of content. Taken together, these implications

demonstrate that OBE-based course reconstruction has the capacity to reshape teacher cognition at an epistemic level, influencing not only what future teachers know but how they think about teaching itself.

8. Conclusion, limitations, and future research

8.1. Summary of major findings

Three major findings emerge from this study.

First, the Educational Psychology course can be functionally repositioned within teacher education. Rather than serving merely as a repository of abstract theories, the course can operate as a "sense-making engine" in which psychological concepts are transformed into practical analytical tools for interpreting instructional realities and learner behavior. This repositioning enhances the course's relevance to professional practice and strengthens its contribution to teacher competence development.

Second, task design functions as the key mechanism driving capability formation. The findings indicate that students meaningfully activate psychological constructs only when learning tasks require higher-order processes such as inferencing, diagnosing learner needs, instructional design, and justification of pedagogical decisions. In contrast, passive exposure to theoretical content through lectures alone fails to generate comparable cognitive engagement or transferable capability.

Third, the use of multi-source evidence enables the visibility and traceability of learning growth. When diverse data sources—including reflective logs, diagnostic reports, simulated counseling dialogues, and peer feedback—are systematically integrated, the development of teacher cognition becomes observable, assessable, and improvable. Collectively, these findings provide empirical support for the core OBE proposition that effective teaching should be engineered backward from clearly defined performance goals.

8.2. Limitations of the study

This study is subject to several limitations that should be acknowledged. First, the evidence base is primarily qualitative and confined to a single institutional context, which constrains the breadth of empirical support. Second, the instructional intervention was implemented over only one academic semester, and the long-term transfer of learning outcomes to practicum or authentic teaching contexts has not yet been verified. Third, although the assessment rubrics proved functional for evaluating learning outcomes, they require further validation to ensure inter-rater reliability and measurement consistency. Consequently, the findings of this study should be interpreted as analytic and exploratory in nature rather than predictive, and they should not be generalized across populations or institutions without contextual adaptation.

8.3. Directions for future research

Future research should further extend performance-based tracking beyond coursework into teaching practicum and early induction years in order to examine the longitudinal retention and transfer of professional capabilities. In addition, cross-institutional replication studies are needed to test the generalizability and contextual adaptability of OBE-based curriculum reforms across different teacher education settings. Future studies should also integrate OBE-oriented learning evidence with external performance indicators, such as practicum supervisors' evaluations and classroom performance assessments, to strengthen the validity of outcome measurement. Together, these research directions will help construct a more robust and continuous empirical chain for understanding teacher competence formation and development.

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