

An Exploration of Teaching Reform in Higher Vocational Education under the OBE Concept

Zhengfei Liu*

Jiaying Vocational & Technical College, Jiaying 314036, Zhejiang, China

*Corresponding author: Zhengfei Liu, 15024355667@163.com

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: This article aims to explore the application and significance of the OBE (Outcome-Based Education) concept in higher vocational education teaching reform. By analyzing the core elements of the OBE concept, this paper expounds on the importance of OBE in higher vocational education, including building a student-centered teaching system, promoting the close docking of course content and vocational standards, promoting the synchronous progress of higher vocational education and industry development, and helping students to improve their vocational ability. On this basis, the paper further puts forward the specific path of higher vocational education teaching reform under the guidance of the OBE concept, to provide theoretical support and practical guidance for the reform and development of higher vocational education.

Keywords: OBE concept; Higher vocational education; Teaching reform

Online publication: April 2, 2025

1. Introduction

Under the background of deepening the reform of vocational education, highlighting process management, as well as “building high-quality courses and phasing out substandard ones,” it is imperative to improve the teaching quality of higher vocational education. The introduction of the concept of OBE (Outcome-Based Education) provides a new perspective and method for the teaching reform of higher vocational education^[1]. The OBE concept emphasizes outcome-oriented learning and pays attention to the cultivation and practical application of students’ abilities, which is fundamentally different from the traditional teacher-centered and knowledge-based teaching mode. The integration of the OBE concept in higher vocational education teaching can not only promote the docking of course content and professional standards but also help to improve students’ employment competitiveness and career adaptability. Therefore, exploring the teaching reform of higher vocational education under the concept of OBE is of great practical significance to promote the development of vocational education in the country.

2. The significance of integrating OBE concept into higher vocational education teaching

As mentioned above, the integration of the OBE concept in higher vocational education teaching serves to promote the docking of course content and professional standards and plays an important role in promoting students' employment competitiveness and career adaptability. Therefore, it is of great practical significance to discuss the teaching reform of higher vocational education under the concept of OBE, which, to be specific, is mainly reflected in the following aspects.

2.1. It helps to build a student-centered teaching system

The OBE concept emphasizes the comprehensive development of student's abilities and guides students to take the initiative to learn and enhance their problem-solving ability through clear learning outcome goals. In the teaching process, the role of teachers has changed from traditional knowledge imparts to learning guides and facilitators, paying more attention to students' individual needs and ability development^[2]. In addition, the OBE concept also encourages curriculum design to be closely integrated with industry needs, and through school-enterprise cooperation and other means, students can be exposed to real work environments and tasks during school, to better prepare for their future careers.

2.2. It promotes a close alignment between curriculum content and professional standards

By implementing the concept of Outcome-Based Education (OBE), course content can be more precisely aligned with industry standards and professional qualification requirements. This education model emphasizes students' outcome-oriented learning, ensuring that teaching activities are no longer limited to traditional theoretical teaching, and pays more attention to the cultivation of practical skills and the promotion of vocational abilities^[3]. The curriculum design is dynamically adjusted according to the needs of corresponding industries so that the knowledge and skills students learn in school can meet the needs of the future workplace. In this way, students will not only be able to grasp a solid theoretical foundation but also accumulate rich experience in practical operations to better adapt to the future work environment^[4]. The implementation of this education model will help improve students' competitiveness in employment and enable them to stand out in the fierce workplace competition.

2.3. It advances a synchronized development of higher vocational education and industries

Through the implementation of the OBE concept, educational institutions can more actively communicate and collaborate with industry enterprises, jointly develop courses, update teaching content, and ensure that educational content is consistent with the latest trends of industry development^[5]. This close partnership helps educational institutions keep abreast of industry trends, adjust their teaching strategies, and provide students with an education that keeps pace with the era. At the same time, by participating in school-enterprise cooperation projects, students can gain valuable industry experience, enhance their ability to solve practical problems, and lay a solid foundation for their future careers.

2.4. It serves to offer a comprehensive enhancement in students' career abilities

Through the guidance of the OBE concept, students can clearly define their learning goals and actively participate in the learning process to achieve comprehensive development in knowledge mastery, skill improvement and professional quality. Through regular evaluation and feedback mechanisms, educational

institutions can find and solve the problems encountered by students in the learning process in time to ensure the continuous improvement of education quality ^[6]. In addition, the OBE concept encourages students to conduct self-reflection and self-evaluation, cultivating their ability for lifelong learning and laying a solid foundation for their future career and sustainable development.

3. The teaching reform path of higher vocational education under the OBE concept

3.1. Integrate course resources and optimize course structure

Under the guidance of the OBE (Outcome Based Education) concept, the core of higher education teaching reform lies in that higher vocational colleges must comprehensively integrate curriculum resources and optimize the curriculum structure of each major to meet the needs of education in the new era.

- (1) The optimization of the curriculum structure of higher vocational education needs to break the traditional discipline boundaries, and promote the development of interdisciplinary courses, to better meet the needs of compound talent training, so that students can obtain a balanced knowledge structure in multiple subject areas, to have more comprehensive abilities ^[7].
- (2) Higher vocational colleges should strengthen the docking of course content and industry standards to ensure that the knowledge students learn can match the requirements of future career positions, to continuously improve the competitiveness of students' employment, make vocational education closer to the actual needs, and enhance the practicality and pertinence of education ^[8].
- (3) Modular teaching should be introduced. Modular teaching can make the content of various professional courses more flexible, and convenient for students to choose the right learning path according to their personal interests and career planning, to better stimulate students' learning enthusiasm and improve learning efficiency.
- (4) We should pay attention to the practicality and application of the course. The addition of experiments and practical training can help students consolidate their professional theoretical knowledge in practice and improve their ability to solve practical problems ^[9]. This practice-oriented teaching method can enable students to better understand and master knowledge in the learning process, and improve their ability to comprehensively use knowledge.

3.2. Establish a multiple evaluation system to measure students' abilities comprehensively

Under the guidance of the OBE concept, another key point in the teaching reform of higher vocational education is to establish a diversified evaluation system. Traditional evaluation methods tend to focus on written examinations and the examination of theoretical knowledge while neglecting the evaluation of students' practical ability, innovative ability, and professional quality. To comprehensively measure students' ability, the new evaluation system should include the following aspects:

- (1) Pay attention to process evaluation, pay attention to students' performance in the learning process, including class participation, homework completion, group cooperation attitude, etc., to promote students' continuous learning and active participation ^[10].
- (2) Strengthen practical evaluation, through experiments, practical training, practice, and other links, evaluate students' ability to apply theoretical knowledge to practical problem solving, as well as their performance in real work environments.

- (3) Optimize the evaluation of achievements, in addition to the traditional test scores, it should also include the projects completed by students, research reports, innovative works, and other results, to measure the comprehensive ability and innovative thinking of students ^[11].
- (4) Guide self-evaluation and peer evaluation. In the teaching process, teachers should actively guide students to self-reflect, evaluate their learning process and results, and at the same time promote mutual learning and improvement through peer evaluation.
- (5) Improve the evaluation of vocational ability. Vocational colleges should evaluate students' vocational skills and professional quality in combination with industry standards and vocational qualification requirements to ensure that students have the ability needed to enter the workplace ^[12].

By building a multiple evaluation system, higher vocational colleges can more accurately reflect students' learning outcomes, and at the same time encourage students to improve their abilities in all aspects, laying a solid foundation for their future careers.

3.3. Build a strengthened work team and escalate teachers' teaching abilities

In the process of implementing the OBE concept in higher vocational colleges, the construction of teaching staff is an important link that cannot be ignored. As the leader of teaching activities, teachers' professional quality and teaching ability directly affect teaching quality and the acquisition of students' abilities. Therefore, strengthening the construction of teachers and improving teachers' teaching ability are the inevitable requirements of higher vocational education teaching reform. On the one hand, higher vocational colleges should regularly organize teachers to conduct professional training and discussion on teaching methods, to improve teachers' understanding and application ability of the OBE concept ^[13]. On the other hand, teachers are encouraged to participate in industrial practice. Through temporary job training and participation in enterprise projects, teachers can keep abreast of the latest trends and technological development of the industry, and enhance the practicability and foresight of teaching content. On this basis, higher vocational colleges should also establish an incentive mechanism to encourage teachers to carry out teaching innovation and scientific research activities, to promote the professional growth of teachers, and the update of teaching methods ^[14]. In addition, through the establishment of teacher development centers, vocational colleges should provide teachers with personalized career development guidance and resource support to help teachers achieve better achievements in teaching and research, to cultivate a team of high-quality teachers who understand both theory and practice and can adapt to the requirements of OBE teaching, to provide solid talent support for the development of higher vocational education.

3.4. Deepen school-enterprise cooperation to realize resource sharing

To further promote the teaching reform of higher vocational education with results-oriented education (OBE) as the core, higher vocational colleges need to actively promote cooperation with enterprises to realize effective resource sharing. This kind of cooperation mode will help the higher vocational colleges to grasp the specific needs of enterprises for professional talents more comprehensively, to formulate more accurate and market demand for education and training programs. On the one hand, higher vocational colleges should establish close cooperative relations with enterprises and jointly develop curriculum content. This requires that the actual working process, technical standards, and professional quality requirements of enterprises be integrated into the course design to ensure that the knowledge and skills learned by students during school can be highly matched

with the needs of enterprises. This will make what students learn more practical and relevant, laying a solid foundation for their future careers ^[15].

On the other hand, higher vocational colleges should take the initiative to build school-enterprise cooperation platforms and invite enterprise experts to participate in teaching activities. This includes organizing various kinds of lectures, seminars, internship guidance, etc., to provide students with direct contact with and learn from cutting-edge technologies and management experience in the industry. In this way, students can not only broaden their horizons, but also adapt to the future work environment in advance, and improve their practical skills and problem-solving skills. In addition, through school-enterprise cooperation, higher vocational colleges can provide more internship and job opportunities for students. This not only helps to enhance students' employment competitiveness but also enables students to test and consolidate their knowledge in practical work and improve their professional quality. Enterprises can also find and cultivate potential outstanding talents in this process, reserve human resources for the long-term development of enterprises, and achieve a win-win situation for both schools and enterprises.

4. Conclusion

Under the guidance of the OBE concept, higher vocational education should better meet the needs of society and industries for high-quality skilled talents through continuous deepening of teaching reform, to promote the personal career development of students and provide strong talent support for the sustainable and healthy development of society and economy. In the future, higher vocational colleges should continue to adhere to the OBE concept, and constantly explore and innovate teaching models, to train more outstanding talents to adapt to the development of modern times.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Cao S, Zhang L, 2024, Exploration on Education and Teaching Reform in Higher Vocational Colleges under the Background of Artificial Intelligence. *Scientific Consultation (Education and Research)*, 2024(9): 97–100.
- [2] Ma J, 2024, Research on Practical Teaching Model of Preschool Education in Higher Vocational Colleges Based on OBE Concept. *Guangdong Vocational and Technical Education and Research*, 2024(2): 54–57 + 83.
- [3] Chen X, 2024, Research on Countermeasures of Promoting Education and Teaching Reform in Higher Vocational Colleges with Curriculum Construction as the Starting Point. *National Standard Chinese Language Teaching and Research*, 2024(2): 100–102.
- [4] Jin S, 2024, Research on Teaching Model Reform of Aesthetic Education Courses in Higher Vocational Colleges Based on OBE Concept. *Journal of Heilongjiang Teachers Development College*, 43(2): 97–100.
- [5] Shen K, Zhou L, Zhang Y, 2023, Discussion on Education and Teaching Reform Strategies in Higher Vocational Colleges Under New Media Environment – Taking Career Guidance Course as an Example. *National Standard Chinese Language Teaching and Research*, 2023(12): 84–86.
- [6] Zhang Y, He Q, Wei Y, 2023, A Probe into the Education and Teaching Reform of Electronic Information Majors in

Employment-Oriented Higher Vocational Colleges – A Case Study of Shaanxi Vocational College of Industry and Commerce. *Journal of Shaanxi Open University*, 25(4): 91–94 + 96.

- [7] Ge C, Wang Q, Chen H, 2023, Research on Teaching Reform of Higher Vocational Education Under the Background of Industry 4.0. *Journal of Anhui Vocational and Technical College*, 22(4): 77–81.
- [8] Mao W, 2023, Research on the Teaching Reform of CNC Technology Major in Higher Vocational Colleges Based on the Results-Oriented Education Concept. *China Educational Technology and Equipment*, 2023(23): 100–102.
- [9] Qiu Z, 2023, Curriculum System Construction of Innovation and Entrepreneurship in Higher Vocational Colleges Based on OBE Concept. *China Adult Education*, 2023(14): 46–49.
- [10] Ye H, Ma M, Zhu Y, et al., 2022, Exploration and Research on Classroom Teaching Reform of Higher Vocational Education Based on OBE Concept. *China Journal of Multimedia and Network Teaching (Zhongxun)*, 2022(9): 37–40.
- [11] Ni H, 2022, Research on Classroom Teaching Reform of Higher Vocational Education Based on OBE. *Neijiang Science and Technology*, 43(5): 154–155 + 151.
- [12] Ni H, Xu L, 2022, Research on Connotation, Principle and Value of Classroom Teaching Reform in Higher Vocational Education Based on OBE. *Health Vocational Education*, 40(10): 37–39.
- [13] Sun H, 2021, Application Research of Results-Oriented Education Concept in Art Design Teaching in Higher Vocational Colleges. *Journal of Hubei Open Vocational College*, 34(19): 141–142.
- [14] Ma A, Zhang T, 2021, Development Path of Higher Vocational Education Under the Concept of Results-Oriented Education. *Journal of Beijing Polytechnic College*, 20(1): 47–52.
- [15] Cao N, 2020, Research on the Application of OBE Concept in the Reform of Higher Vocational Education in China. *Journal of Vocational Education Research*, 2020(11): 62–67.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.