

# Research on the Teaching Reform of Economics Major in Application-Based Undergraduate Universities Under the Outcome-Based Mode

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**Abstract.** With the pressure from social diversified competition, application-based undergraduate universities are undergoing problems from teaching reform. In this regard, the economics major, as a major that involves a wide range of subjects, has many issues that need to be explored. Based on the analysis on the current situation of the development of economics major and the reform of the outcome-based model in the course design and teaching process, this paper puts forward corresponding feasible solutions.

**Keywords:** Economics; Teaching reform; Outcome-based; Application-based Undergraduate.

## 1. Introduction

Outcome-based theory refers to a system that takes students as the leading role in the education and teaching process. In such a system, teachers play an auxiliary role, but more emphasis is on the importance of students' learning achievements. It is believed in this theory that a student-oriented method can more attract and stimulate the development of students' personality, so that students can learn and master knowledge quickly through incentive thinking method, and the effectiveness in the teaching process could be enhanced [1].

As early in the 1980s and 1990s, Spady, Slock, Brandy et al., American educationists, put forward relevant theories, which believed that the student-centered teaching method emphasized the importance of students' self-learning, through which could enable students to acquire more knowledge [2]. Outcome-based theory was first proposed in 2000 by the Accreditation Board for Engineering and Technology (ABET) of the United States as an "outcome-based" certification standard for professionals. The theory requires the ability of the objects being educated, which makes the training of engineering and technical personnel more scientific in results and measurable in the quality and ability of such object to obtain results through educational activities [3].

Fig.1 below is a process introduction of the talent training scheme under the outcome-based theory mode. The diagram is mainly divided into two parts, one part is the in-campus circulation, and the other is the off-campus circulation. On the left side of the figure, the off-campus circulation part is introduced. The needs of national social and educational development, the industrial development and workplace needs, the school orientation and development needs, as well as the student development and the expectations of parents and schoolfellow jointly determine the goal of talent cultivation and job competence of talents in the future. While, the final learning achievements are determined by the cultivation goal. Then, whether the curriculum system is successful or not is determined according to the corresponding index points. The curriculum system is planned by designating training programs based on industrial needs and job competence.

So, the aspects mentioned above compose the off-campus circulation. The in-campus circulation means that the construction of the curriculum system determines the teaching requirements for teachers. The teaching content is clarified through this requirement, and finally the evaluation on the teachers, such as whether the teaching is successful or not is determined by whether such teacher is competent for the job and whether the requirements in the left side of the figure below has been fulfilled.

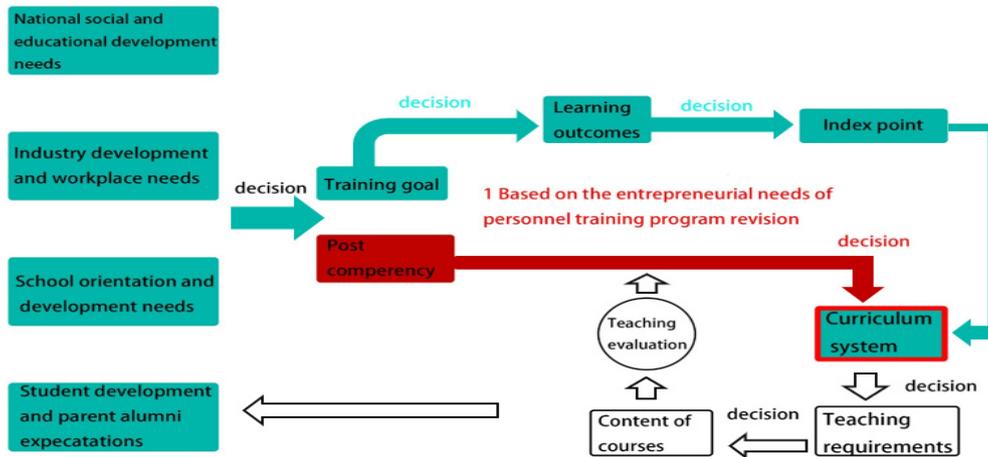


Fig 1. Talent Training Scheme Based on Outcome-based Model

In recent years, there have been many papers on the teaching reform, but most of them are limited to the reform on ideology and politics, but ignoring the reform on economics. The economics major, also a humanities and social sciences major, are facing multiple reform directions. While, this paper has chosen the economics field that seldom been referred to by previous studies, which is with innovations in the research direction.

## 2. Main Problems Existed in the Economics Major Education

Pure theoretical and some mathematical model contents. The specialized courses of the economics major belong to those with many basic theories and with some mathematical models. Such courses are relatively boring, which is not easy to arouse students' interest in learning, and it is also difficult for students to learn them well. Also, this theoretical courses cannot be easily understood and mastered by students if simply through explanation. So, it has become essential to reform and innovate this type of professional teaching to solve such problems.

Imperfect teaching staff system. At present, there is an age gap in many application-based undergraduate universities. Take universities in Guangzhou as an example, economic major teachers of many universities are a combination experienced professors and inexperienced young teachers, which lacks the intermediate power of middle-aged teachers, with fewer associate professors. So, the problems resulted from the gap has become quite serious in these universities.

Simple teaching methods. For economics application-based undergraduate students, their teaching plan should be more practical. However, many teachers are just teaching with simple theoretical explanation method, but without particularity. Their teaching lack of interests, since they are only explaining their PPT, which will only lead to a low efficiency in students' learning effects.

## 3. Reform Directions of Economics Major Education

The teaching methods that teachers as the main and students as the auxiliary. According to the method of outcome-based theory, teachers can take the lead in teaching when explaining the theoretical part, and the application of the case analysis can be done through the way of students' independent thinking of cases when making summaries. Under such mode, students can add independent thinking in the learning process, which can form their understanding of knowledge in a better way.

Persisting in the sustainability of reform. As the development of the society and the learning of students are both dynamic, the application-based undergraduate course must also maintain the characteristics of sustainability in the teaching reform process, so as to ensure the dual needs of both

the social development and students' own development. In order to be able to better stand on the pluralistic structure, we should keep up with the pace of the times when designing the teaching plan so as not to be left behind in the dynamic learning. Referring to the outcome-based mode, the talent training program should better combine with employers in the implementation of the corresponding training mode in the application-based undergraduate economics major education. Students, however, shall be strengthened in their practical hands-on capability, and regular lectures from the management level of enterprises should be arranged to enhance their objective sense of learning, and to form students' independent learning habits [4].

#### **4. Countermeasures and Suggestions**

Reasonable time distribution. First of all, although it is said that application-based undergraduate education is not conducted in the mode of preview before class, explanation in class, and review after class as that adopted in high school education, in order to enable students to better master knowledge and apply knowledge to reality, students are required to increase their watching of videos for relevant courses after classes. In the multimedia era, learning in multiple perspectives can be obtained by using resources in various aspects, with better results.

Secondly, learning from the outcome-based theoretical model in the design and teaching process, more relevant cases should be introduced. Cases are realistic things, when introducing such cases, students may find relevant cases autonomously and enhance their initiative in the learning of knowledge. While at the same time, students of economics major have received enough pure theoretical knowledge, so it may add some interests when conducting case analysis. Teachers can choose to set aside about 15 minutes at the end of each class to introduce case analysis into the class through students' explanation. Through the case analysis, it not only can form students' independent learning habit, but also can improve students' capability to analyze problems.

Improving the teaching level of teachers. In introducing the outcome-based concept into economics, there will be many teachers who do not understand such concept and cannot apply it to their courses well. So, learning different teaching methods can help teachers improve their teaching level. Therefore, colleges and universities should regularly carry out teaching training and lectures on teaching guidance, so that teachers can participate, learn more advanced concepts, and improve their original shortcomings.

#### **5. Conclusion**

In summary, applying the outcome-based model to the teaching of economics major in application-based undergraduate universities can make students have stronger learning objectives, higher learning initiative and better learning cognition. Therefore, for economics majors with more theoretical courses and some mathematical models, teachers should give priority to teaching and add more students' thinking and independent learning after class as their teaching method, so that students can better follow the teachers' thinking in their learning process, which is the most appropriate way to be adopted in the teaching reform.

#### **References**

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