# Exploration of the Teaching Model Reform of "College Students' Etiquette Literacy" Based on OBE Concept

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**Abstract.** In recent years, many educational scholars both domestically and internationally have begun to implement the OBE teaching model, emphasizing the design, operation, and evaluation of teaching systems and methods based on learning outcomes, which has greatly subverted the original and traditional teaching models. College student etiquette is a highly practical and practical course. As a general education course in humanities, the system of course content is not perfect enough, and the teaching modes are diverse. This has certain limitations on students' systematic learning and education. This paper combines the actual needs of college students' literacy with the standards of talent demand in society, and explores the reform mode of the "College Student Etiquette Literacy" course using the OBE mode. It proposes a complete teaching implementation mode, design of evaluation system, evaluation of course assessment results, and practical classroom teaching methods, which have certain significance for improving teaching effectiveness and talent quality.

**Keywords:** OBE; College students' etiquette literacy; Teaching mode; Practical reform

## 1    Introduction

On June 21, 2018, at the Higher Undergraduate Education Work Conference, Minister Chen Baosheng proposed clear guidance on the current situation of college education in the new era, pointing out that schools should appropriately increase the pressure on college students, exercise their ability to overcome difficulties by increasing the difficulty of assessing their academic level, increase knowledge coverage from the perspective of curriculum planning, and deepen the professional level of the curriculum. With the advancement of the new curriculum reform, higher education institutions have higher standards and are also facing unprecedented room for progress. In this educational environment, universities must grasp the trend of educational reform, optimize teaching models, and cultivate more professional and outstanding talents. The reform of the training mode in universities first requires the reform of the university classroom. Because the focus of talent cultivation in applied universities is still on education and

teaching. By changing concepts and means, we can truly maximize the practicality, practicality, and effectiveness of the curriculum.

The course 'Etiquette and Literacy of College Students', as a general course related to humanistic literacy, is crucial in professional talent cultivation plans. The reform of curriculum teaching in higher education institutions should be implemented in every course of the profession. This article proposes a complete set of teaching implementation modes, design of evaluation systems, evaluation of course assessment results, and practical classroom teaching methods based on theoretical analysis of OBE education concepts and curriculum design plans. This has certain significance for improving teaching effectiveness and talent quality.

## 2      The Theoretical Basis of OBE Education Model

OBE (Output based Education) is an educational model that uses output as the design basis for teaching models. In 1981, American scholar Spady first proposed the concept of the OBE education model [1], pointing out that the teaching process should pay attention to students' dominant position in the classroom, determine course planning based on students' learning goals, and increase the importance of course effectiveness evaluation. In recent years, both in China and other countries, many universities have applied this concept to teaching. In the OBE education mode, teachers first need to make a predictive evaluation of students' learning outcomes, and then adjust and improve the teaching mode based on the degree of completion of teaching objectives, in order to improve teaching efficiency and ensure the achievement of teaching objectives. Scholars abroad have divided the OBE education model into four stages: the first stage is to define learning output, which is to predict in advance the learning outcomes and ability levels that students can achieve under a fixed learning process. No matter what course, it is necessary to plan the final learning objectives before learning; The second is to implement learning output, which is the teaching mode that needs to be adopted in the classroom in order to enable students to ultimately achieve their learning goals; The third is to evaluate learning outcomes; The fourth is the output of applied learning. Teachers need to be proficient in the overall objectives and teaching system of teaching, determine the focus and core of course content, and then combine chapter key points to determine effective teaching models. Teachers play a guiding role in the OBE teaching mode, emphasizing student-centered and orderly teaching activities[2]. So fundamentally, the OBE teaching model can help teachers clarify four issues: firstly, understanding the knowledge, abilities, and technical levels that students need to master through the course; Secondly, clarify the value and significance of achieving corresponding learning outcomes; The third is to be familiar with strategies to help students achieve learning goals; The fourth is to clarify the way to evaluate students' learning outcomes.

# 3    The Significance of Teaching Reform in the Course of "College Students' Etiquette Literacy" under the OBE Concept

## 3.1    The Current Situation and Problems of the Course 'Etiquette Literacy of College Students'

On December 8, 2020, the People's Daily published an article by Wang Shuxiang titled "Actively Promoting Etiquette Education - Continuously Improving People's Civilized Literacy", which caused a great response and received high attention to etiquette education. In order to carry out targeted etiquette education, it is necessary to have a deep understanding of the current situation of etiquette behavior among college students. Based on the impact of current negative social trends on college students and the lack of humanistic spirit among some college students, a survey and research on etiquette behavior was conducted with post-00s college students as the main survey subjects to gain a deeper understanding of their cognition, views, and needs for etiquette knowledge, obtain first-hand information, and provide strong evidence and accurate data for etiquette course education. Therefore, in addition to having a comprehensive theoretical system, this course is also combined with practical applications, and has important practical significance [3]. Currently, many scholars have increased their attention to the teaching of etiquette courses for college students and placed more emphasis on the research of teaching models. However, the focus of these studies is mostly on exploring effective teaching theory guidance, and there are very few studies conducted from a practical perspective. In the practical teaching of this course, the author combined the OBE education concept to theoretically analyze and reform the teaching mode, and proposed some ideas and suggestions for the innovation of teaching methods and teaching methods for the course "College Students' Etiquette and Literacy".

After years of course construction, this course has formed a relatively mature teaching system and methods. Adopting a modular teaching method, grouping for training, and combining various methods such as demonstration teaching, video teaching, on-site guidance, role-playing, and scenario simulation, the classroom teaching is rich and colorful, with strong student interest and high participation. In addition, the teaching forms of the course are diverse and diverse, with high student participation. However, due to the weak theoretical foundation and easy understanding of knowledge points, it is easy for students to pay insufficient attention, and their learning of knowledge tends to remain superficial, leading to a lack of deep understanding and a tendency to stop at a superficial level. As a result, the requirements for self-improvement are not high, the memory of knowledge points is not in place, the learning system is poor, and it is easy to fragment the knowledge learned. In addition, some teaching content is conducted in groups, with frequent and close interaction and cooperation among students. Low individual motivation can also affect the learning effectiveness of the team, and even affect the learning attitude of the entire class. Based on the above questions, the author analyzes, designs, and reforms the course using the OBE education philosophy, which will have great practical significance.

## 3.2    The significance of curriculum reform

### 3.2.1. Clarify learning objectives.

Compared with traditional teaching, the teaching method under the OBE concept places more emphasis on students' subjectivity, with the teaching goal of improving students' professional abilities and enriching their theoretical knowledge system. Under clear teaching objectives, teachers carry out corresponding teaching activities in a planned manner. For the etiquette and literacy courses for college students, this teaching model can provide direction for students' learning, guide them to actively explore unknown knowledge, help make up for the shortcomings and shortcomings of current teaching, and effectively improve students' independence and learning planning awareness.

### 3.2.2 The teaching effect is easy to objectively evaluate and promote curriculum teaching reform.

Using the OBE model to promote curriculum teaching reform, designing a more scientific, accurate, and objective measurement, evaluation, and quantification method, no longer making teaching evaluation mere formality. Rationalize the talent cultivation approach, clarify course objectives, scientific teaching methods, and accurate teaching results [4], in order to continuously promote the teaching reform of this course and provide reference for other similar course reforms.

## 4      Implementation of the Learning Output of the Course "Etiquette Literacy for College Students" Based on OBE Concept

### 4.1    Reconstruction of the Teaching Mode of the Course "College Students' Etiquette Literacy" under the OBE Mode

#### 4.1.1 Optimize teaching design.

The traditional teaching mode usually evaluates the teaching results through the teaching process, while the OBE teaching mode needs to infer the specific details of teaching from the effectiveness of teaching in the design and planning. The teaching content first needs to determine the current demand direction for professional talents in society, and then targeted improvement of talent cultivation models. In specific teaching planning, the planned content of the course is a prerequisite for measuring learning effectiveness. Based on this connection, determine the final goal of the course, arrange specific teaching steps and forms according to the requirements of the goal, summarize the shortcomings in the teaching process, continue to optimize and improve the course, and continuously approach the final teaching goal. Overall, under the result oriented approach, the design of OBE mainly includes the following processes: firstly, determining the final teaching outcomes of the classroom from an estimated perspective; Secondly, plan the specific process of teaching reasonably; Thirdly, improve the teaching evaluation system; Fourthly, determine the basic criteria for evaluation [5]. The

teaching design from the beginning to the end is effective. In the process of teaching design, this course breaks the traditional teaching design thinking and uses reverse reasoning to design teaching. After clarifying the goals, it seeks evidence of teaching and students' learning behavior, analyzes how students learn, and finally explores how teachers teach. To create an effective teaching classroom and efficient teaching mode. See Figure 1.
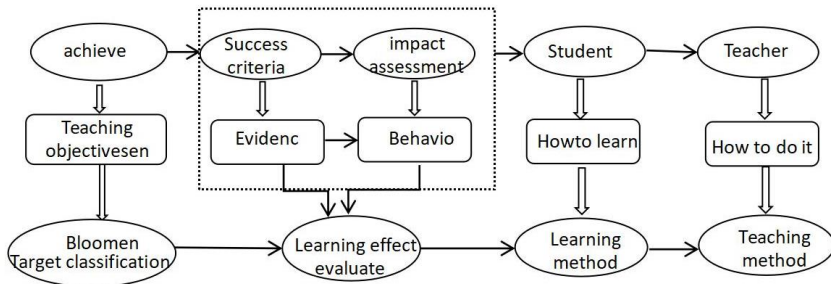


**Fig. 1.** Flow Chart of Output Oriented Teaching Design

### 4.1.2 Design of curriculum objectives.

Under the guidance of the OBE concept, teaching evaluation can be more scientific and effective, avoiding the loss of its practical utility. At the same time, the training mode and direction of talents are more clear, which greatly improves the teaching effect, ensures the sustainable development of curriculum reform, and provides reference value for the overall curriculum teaching.

The course "Etiquette and Awareness of College Students" starts from improving the etiquette and awareness of college students, based on the practical needs of college students' life, social interaction, and career development, so that college students can master the necessary social knowledge and develop appropriate etiquette and awareness. According to the cognitive laws of human beings, the etiquette and awareness that college students should possess are explained from shallow to deep, from perceptual to rational. The design concept of the course is "cultivate inner cultivation and shape outer image", and the goal of talent cultivation is to improve the comprehensive quality of college students. Through the learning and training of this course, students will be helped to start from self-cultivation and shape their inner morality, so as to establish correct values, develop good etiquette habits, and possess high professional qualities and moral spirit. At the same time, they can master basic social skills and comprehensive communication and expression abilities, and can flexibly and accurately apply them according to the actual situation, showing the spiritual style of college students with good personal style, so as to better meet the job requirements of various industries in the future. According to the current talent cultivation plan, the course objectives of "Etiquette and Awareness for College Students" have been designed in detail with learning outcomes as the guide. The OBE concept has made the professional talent cultivation system of this course clearer. as shown in Table 1. According to the nature

of the curriculum, three aspects of learning outcomes are identified, and the following teaching objectives are clarified:

Course objectives 1: systematically master the basic knowledge of etiquette and literacy for college students - comprehensively enhance students' etiquette and literacy and overall quality from aspects such as external image shaping, communication and expression, basic social interaction, and common etiquette in daily life.

Course objectives 2: to cultivate students' three-dimensional nine-item ability of "basic ability+professional ability+self-improvement ability".

Course objectives 3: Help students start with self-cultivation and shape their mind and body to have high moral character and inner cultivation. so that they can have high personal cultivation and fluent expression ability, communication ability, and harmonious and smooth social skills after work.

**Table 1.** The supporting relationship between course objectives and learning outcomes

| Learning outcomes (First level indicator) | Learning achievement indicator points (Second level indicator) | The supporting relationship between course objectives and learning outcomes (Third level indicators) |
|---|---|---|
| 1.Internal and externa limage shaping | Comprehensively and comprehen sive-lyimprove students' etiquette literacy and comprehensive quality through external imageshaping,communication and expression, basic social interaction, and commonly usedetiquette in daily life. | 1 |
| 2.Capability Professional competence. Selfim provement ability | Ability to communicate and collaborate, scale and grasp, occasion and discernment; Self management ability; Self control ability; Self improvement ability | 2 |
| 3.Self cultivation and shaping | Self management ability; Self control ability; Self improvement ability. | 3 |

After determining the course objectives in the OBE mode, the teaching content was reorganized and integrated according to the teaching objectives. The "theory+practice" design was carried out, and the teaching content was subdivided and integrated according to the direction of professional talent cultivation. According to the actual needs and career development needs of college students, the teaching focus was divided into eight modules and eleven chapters. According to the innovative concept of OBE, beautifying the title of course chapter can attract students' interest in the course content, as shown in Table 2.

**Table 2.** Post-reform chapters

| Module | Content | Learn mode |
|---|---|---|
| Module1 | Etiquette---The Foundation for Improving Self cultivation | Blended learning |
| Module2 | Appearance and Etiquette---Starting from the First Round effect | Blended learnin |
| Module3 | Silent body language---unlocking the password of body vocabulary | Offline learning |
| Module4 | Detail Display and Cultivation---Public Etiquette for College Students | Online Learning |
| Module5 | Language Etiquette of Emotional Intelligence ---Communication | Blended learni |
| Module6 | The magic weapon that sets you apart--- professional ethics and etiquette | Blended learni |
| Gas station | Practicing Rites and Cultivating Self---A Treasure of Chinese Ritual Culture and Wisdom | Online Learning |

### 4.1.3 Develop an assessment and evaluation system and scoring rules.

The OBE model requires the evaluation system to transform from a traditional single exam evaluation method to a comprehensive evaluation of multiple assessment indicators, determining the proportion of each assessment indicator based on teaching objectives, and conducting assessments of students' learning attitude, academic knowledge, teamwork ability, and comprehensive level. This enables the evaluation to achieve the maximum degree of comprehensiveness and comprehensiveness. For example, in the assessment of "College Students' Etiquette and Literacy", task assessments are formulated based on the objectives of the three-level course and the content of the teaching module. The final exam score C is the average value of C1+C2+C3 after adding up the assessment scores for each task... After the module learning task is completed, a detailed assessment and evaluation system and scoring rules are formulated and published on the learning platform in advance. Students evaluate themselves based on the system, Prepare for the assessment.

### 4.1.4 Establishment of a teaching evaluation system.

The teaching objectives of traditional teaching mainly focus on completing teaching progress and imparting theoretical knowledge to students, but the assessment and evaluation system for students' learning outcomes is not yet perfect[5]. In most cases, teachers will evaluate students' personal abilities based on their exam scores. In classes with a large number of students, it is difficult for teachers to make accurate evaluations based on their actual personal performance. This can easily exacerbate students' exam oriented thinking, relying solely on rote memorization to complete learning tasks in order to achieve high scores as the ultimate goal, and making it difficult to apply the theoretical knowledge learned to practice, weakening the teaching effectiveness. Under the OBE concept, teaching places more emphasis on the rationality and scientificity of evaluation. The evaluation process mainly focuses on feedback and further improve-

ment, in order to continuously improve the teaching mode. At the same time, the evaluation mode is relatively diverse, including teacher evaluation of students, self-evaluation between students, and evaluation of students' abilities by enterprises, in order to promote the improvement and supplementation of teaching quality[6].

# 5      Key Solution Elements in the Implementation of OBE Teaching Concept

## 5.1      Changing Teachers' Concepts

Firstly, we need to change the tendency of universities to focus solely on scientific research and academic papers in talent evaluation, and to prioritize scientific research over teaching. We need to increase teachers' recognition of their work, truly take pride in their teaching profession, and strengthen their subjective attention to teaching. Secondly, teachers should abandon some bad habits in traditional teaching, learn to accept new things, fundamentally change the teaching methods and methods in the classroom, transform the teacher's "teaching" into the student's "learning", transform the teacher's "subject" position into the student as the "subject", transform the teacher's "authoritative role" into the "servant" role, and thus improve the active participation of students in learning.

## 5.2      Innovative teaching models and methods

In the current educational situation, an important challenge faced by teachers is how to increase the attractiveness of the classroom to students, allowing them to actively accept classroom knowledge instead of passive learning. Nowadays, the majority of college students are born in the 2000s, and their living environment is relatively developed through the internet. Most students have developed the habit of learning online and can access more diverse knowledge and information through the internet. For these students, the authority of the teacher is gradually weakening, and students do not need to rely solely on the teacher to obtain knowledge. Therefore, if the teacher's teaching mode is not updated and still follows the outdated teaching mode in the past, teaching students the fixed knowledge in textbooks step by step in the classroom, students will easily become bored and dissatisfied, and they will be unable to concentrate in the classroom, They tend to show a dismissive attitude towards the course content taught by the teacher. Therefore, an important aspect of the current curriculum reform is to integrate network information technology, improve the internet education system, enhance students' learning initiative, and enable them to receive classroom education with psychological recognition.

## 5.3      Improve process evaluation

To improve the quality of the curriculum, in addition to improving the professional level of teachers, students also need to start from themselves and increase the im-

portance of the curriculum. Currently, many students only focus on the final credits and diplomas in the learning process, and do not choose courses with high quality and practicality when choosing courses. Instead, they choose courses with simple content and easy credit taking. This goes against the original intention of cultivating professional talents in education and is not conducive to the cultivation of students' personal comprehensive abilities. In response to this situation, on the one hand, schools need to improve their assessment and evaluation system for students, urge them to attach importance to classroom learning, and rely on personal real abilities to obtain diplomas and credits. On the other hand, teachers should also guide students to abandon utilitarian mentality, strengthen their recognition of classroom learning, encourage students to constantly explore new knowledge, and enrich their knowledge system in classroom learning.

### 5.4    Classroom has transformed from a "one word classroom" to a "learning community"

The classroom of Yiyantang is difficult to develop high-level abilities and can easily become a "cramming" classroom. In the classroom model of Yiyantang, students can only passively accept knowledge, and teachers only play a role in transmitting knowledge, which is not conducive to improving teaching efficiency. The model of "learning community" focuses on strengthening communication and interaction between teachers and students in the classroom, no longer just relying on teachers to teach knowledge unilaterally, but ensuring students' dominant position in the classroom. Teaching is carried out around students' learning characteristics and rules, fully leveraging the effectiveness of teaching and ensuring teaching effectiveness under the joint action of teachers and students.

## 6    Conclusion

The OBE concept of teaching optimizes the traditional teacher centered teaching model in education, and has significant advanced advantages in talent cultivation. Inferring teaching process planning from teaching effectiveness has significant positive implications for improving teaching effectiveness and evaluating teaching. Under the guidance of the OBE concept, the teaching process of the etiquette and literacy course for college students has been more scientifically designed and planned, the assessment and evaluation system has been further improved, and students' initiative has been mobilized. The traditional examination and classroom forms in teaching have been improved, allowing students to learn independently, innovatively, and diversely, with a focus on training team collaboration and innovation abilities. The concept and training direction of this model meet the requirements for talent training in the certification standards for application-oriented undergraduate majors in colleges and universities.

## Acknowledgment

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