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Research on the Training Mode of "Three-quality Talents" in Application-oriented Universities Based on OBE

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Abstract Based on the concept of outcome-based education (OBE) and the existing OBE training mode, this paper puts forward the training mode of "three-quality talents" as a supplement. This mode effectively helps Chinese application-oriented colleges and universities to improve the training quality of application-oriented talents, is an effective way to train application-oriented undergraduate professionals, and has a certain promotion and application value.

Key words outcome-based education (OBE), Application-oriented university, Training mode

1 Introduction

The study of talent training mode has always been an important part of the research of application-oriented colleges and universities, and the society has a great demand for applied talents with the combination of theory and practice^[1]. Therefore, cultivating high-quality applied talents has become an important task for tourism majors in colleges and universities.

2 The present situation of talent training mode in application-oriented colleges and universities based on OBE

In recent years, under the new situation and background of national innovation-driven development strategy, Made in China 2025 and engineering education accreditation, application-oriented colleges and universities pay more attention to the cultivation of practice, comprehensive quality and innovative ability in the process of talent training. Therefore, the concept of outcome-based education (OBE) is of great significance to the higher education reform of application-oriented colleges and universities, and it has also attracted much attention in the major and curriculum reform^[2–3].

On June 2, 2016, China became a formal signatory to the *Washington Agreement*, which means that the engineering bachelor degree certified by the China Professional Accreditation Association for Engineering Education will be recognized by all the member states of the agreement^[4]. It has taken an important step in the internationalization of engineering education. But at the same time, it requires that the corresponding quality of talent training must reach the substantially equivalent level of engineering educa-

tion of the member states of the agreement. OBE is one of the basic concepts followed by engineering education accreditation, and it is also the mainstream concept of education reform in other member states of Washington Agreement, such as the United States, Britain, and Canada. It has been fully adopted by the engineering education accreditation. OBE education model is centered on intended learning outcome (ILO), and learning outcome is the core and driving force of the whole teaching activity. The instructional design based on the concept of OBE is mainly based on three steps: formulation of intended learning outcome, realization of intended learning outcome, evaluation of learning outcome and continuous improvement^[5–6].

Talent training mode is a general term of the process of talent education with relatively stable teaching content and curriculum system, management system and evaluation methods under the guidance of certain educational theories and educational thoughts, according to specific training objectives and talent specifications, which fundamentally defines the characteristics of talents and embodies educational ideas and concepts. Under the promotion of the concept of OBE, its training model has many merits, but in the process of application, it also does not accord with the training model of applied colleges and universities in China.

2.1 Insufficient degree of integration between majors The concept of OBE education emphasizes that it should be student-centered, which coincides with the new educational concept in China, as opposed to the traditional "teacher-centered" concept^[7]. It pays attention to individual development, changes the focus in class from "what teachers teach" to "what students learn", and gradually guides students to become "happy to learn"^[8]. The OBE focuses on four questions. What are the learning outcome you want students to achieve? Why should students be allowed to achieve such learning outcome? How to effectively help students achieve such learning outcome? How to know that students have achieved such learning outcome, and subdivide the teaching content and teaching link relational matrix in turn, so as to continuously improve the teaching effect? With the expected results and abilities achieved by students as the goal, the

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design of the curriculum system and teaching process are deduced in reverse, so that students can really achieve useful learning, accurate employment, achieve personal value and meet the needs of the society at the same time.

OBE curriculum is set according to the knowledge, ability and quality structure needed by graduates, rather than from the perspective of sustainable development of talents and the comprehensiveness and divergence of the curriculum itself. As a result, the limitation of curriculum setting is too strong, lacking comprehensiveness, and students' learning content is not comprehensive. The cross-integration between disciplines is not enough, and there is a lack of interdisciplinary curriculum, so that what students learn will form fragmented knowledge with the subject as the boundary^[9].

2.2 Lack of innovation power Innovation is the core of innovative talents. The definition of innovation has the nature of the times and culture. Innovative talents refer to the all-round developing talents who have both extensive and specialized knowledge reserves, keen innovative power of observation and advanced innovative thinking, and can independently use extensive and solid knowledge and skills, and produce breakthrough innovative achievements in hard learning and practice. There is a disconnection in the mass entrepreneurship and innovation curriculum in some colleges and universities, some majors do not have mass entrepreneurship and innovation courses, some are elective courses, and some mass entrepreneurship and innovation courses are not closely integrated with the majors. The teaching materials are lacking in unity and the content is not systematic, so it is difficult to achieve the goal of mass entrepreneurship and innovation capacity-building. In terms of training objects, courses are not combined with students' interests, specialties and majors to carry out hierarchical and personalized training, so it is difficult to meet the needs of students. It is difficult to make a big improvement by relying solely on the reform of OBE.

2.3 Higher requirements for teachers Through the OBE concept in engineering education accreditation, the first-class classroom teaching is formed, so that students can lay a solid foundation for growth and development in the molding period of their ideas, values and mental outlook, and ensure the formation of their knowledge structure and basic ability. Teachers should educate and guide students to consolidate their knowledge base, understand the frontier of disciplines, come into contact with social reality, receive professional training, train their ability to work independently, and become high-quality professionals with social responsibility, innovative spirit and practical ability, so as to lay a solid foundation for students to become talents and establish careers. This makes a higher demand on teachers.

3 The construction of the training mode of "three-quality talents" for applied undergraduate majors based on OBE concept

In accordance with the above problems of "non-acclimatiza-

tion" of OBE in China's application-oriented universities, this paper puts forward the concept of "three-quality talents" to solve such problems; establishing good quality—focusing on cultivating comprehensive quality; cultivating ingenuity—focusing on cultivating creative ideas; passing on brilliant technique—imparting superb and proficient skills.

3.1 Establishing good quality—focusing on cultivating comprehensive quality On May 2, 2018, Xi Jinping pointed out at the Symposium of Teachers and Students of Peking University that education should train socialist builders and successors with all-round development of morality, intelligence, physique and aesthetics. Socialist builders and successors should have both noble moral character and real talent. Xi Jinping pointed out that higher education should form a high-level talent training system, which must be based on the fundamental problem of who to train and how to train. It can learn from foreign good practices, but it must take root in Chinese universities. In May 2020, the Ministry of Education issued the *Guiding Outline of Curriculum Ideological and Political Construction in Colleges and Universities*, which proposed comprehensively promoting curriculum ideological and political construction, implementing the fundamental task of cultivating people by virtue, integrating value shaping, knowledge transfer and ability training, and guiding values in knowledge transfer and ability training to help students shape correct world outlook, outlook on life and values.

3.2 Cultivating ingenuity—focusing on cultivating creative ideas Xi Jinping pointed out at the National Education Conference that efforts should be made to build an education system with all-round development of morality, intelligence, physique, beauty and labor, and form a high-level talent training system. As an important branch of higher education, application-oriented universities should adhere to the theoretical basis of cultivating people with all-round development and build an innovative talent training mode with all-round development.

The cultivation of ingenuity requires application-oriented universities to be in line with international standards while introducing OBE curriculum concepts, keep consistent with advanced science and technology and scientific frontiers, introduce advanced international higher education concepts, and form good interaction with foreign application-oriented universities. From the analysis of the internal environment of application-oriented universities, we should increase the communication between students of different majors and teachers of different disciplines. It is necessary to add interdisciplinary curriculum setting, students and teachers should open up their own fields and strengthen communication between students of different majors and teachers of different disciplines, so as to help students acquire wide-area knowledge and improve the quality of innovative talents training.

3.3 Passing on brilliant technique—imparting superb and proficient skills In terms of training methods, we should pay attention to the "practicality" of the teaching process, and emphasize that the major setting should be closely combined with local

characteristics and characteristic majors should be set. We should also pay attention to practical teaching, strengthen the construction of practice and training bases inside and outside the school, and further cultivate students' practical ability and innovative ability. In the construction of teaching staff, we should pay attention to the implementation of "double tutorial system" and the perfection of double-professionally-titled teachers. The standardization, normalization and proceduralization of "talent training mode" is a clear answer to the question of "how to do it" and an important boosting force for the effective realization of "talent training".

The cooperation mode of production, education and research combines theory with practice, scientific and technological research results with transformation in the process of training talents, and provides a good practice platform and innovation space for applied innovative talents. However, in the process of cultivating applied innovative talents in China, the participation of social enterprises is insufficient, and production, teaching and research go their own way. In the teaching process, there are some phenomena, such as emphasizing theory over practice, single education and teaching method and teaching method limited to classroom teaching. In the process of talent evaluation, there is a lack of control over the quality of talents by society and enterprises, which leads to the fact that talents can not adapt to the development of society when they enter the society. Therefore, in the process of training applied innovative talents, all sectors of society should actively participate in all aspects of training applied innovative talents, and jointly improve the training quality of applied innovative talents. At the same time, the improvement of talent quality will bring more benefits to social enterprises and achieve mutual benefit and win-win results.

4 Conclusion

Applied undergraduate education has played a positive role in meeting the needs of China's economic and social development for high-level applied talents and promoting the popularization of China's higher education. In the school-running orientation, it is guided by the actual needs of economic and social development for applied talents to train professional applied talents with strong theoretical knowledge and advanced technology. It is required to take the talent view, quality view and education view, which embodies the spirit of the times and the requirements of social development as the forerunner. Under the new situation of higher vocational education, we should construct a new subject direction, professional structure and curriculum system to meet the needs of economic and social development, update teaching content, teaching links, teaching methods and teaching means, improve teaching level in an all-round way, and cultivate high-quality applied tal-

ents with strong social adaptability and competitiveness. All majors are required to closely combine with local characteristics, pay attention to students' practical ability, cultivate applied talents, and embody "application" from the construction of teaching system.

Today, with the gradual deepening of OBE concept, application-oriented universities are facing many challenges in talent training mode. Application-oriented universities should serve the regional market demand, consider their own school-running status, clearly define the training objectives, actively seek change, and promote the high-quality development of talent training. The cultivation of applied undergraduate talents should change from the traditional concept of knowledge-based learning to the concept of all-round development of knowledge, ability and quality, forming an educational model of establishing good quality, cultivating ingenuity, passing on brilliant technique, and combining "three-quality talents" with OBE concept for common development.

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