

Research and Development of Online Course Based on OBE Theory

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Abstract: OBE is a new teaching theory which is guided by teaching results and output. Focus on what will be achieved after learning. It changes the traditional classroom teaching method which is teacher centered into the model which is student-centered. This study takes the course “Introduction to teaching Chinese as a foreign language” as an example to explain the practice of online teaching using superstar platform. The results show that, compared with the traditional classroom teaching mode, the OBE based teaching method can stimulate learning motivation and professional interest, and provide reference for the construction of similar courses.

1. Introduction

OBE (Outcomes-based Education) learning theory is a teaching philosophy which is learning-centered, output-oriented, and continuous improvement. The theory emphasizes that educational innovation should be driven by the goal of knowledge and ability that students need to acquire at the end of their studies. Each link of the course is closely around what students want to achieve. With OBE theory as the main line, the teaching design, teaching material processing, classroom teaching and test evaluation are closely around the students' expected goals. This study takes the course “Introduction to teaching Chinese as a foreign language” as an example to explain the practice of using superstar platform to build smart classroom.

2. Construction of Professional Learning and Interactive Platform

2.1 Preliminary Course Preparation

Introduction to Teaching Chinese as a Foreign Language is the core course of Chinese international education major in Liaoning Normal University. Its core is the theory and method of teaching Chinese as a foreign language. Further strengthening the basic knowledge and methods of teaching Chinese as a second language, focusing on theoretical issues such as teaching Chinese as a second language, and enhancing students' basic teaching skills have a direct guiding role in improving students' theoretical level and basic skills of normal students. Based on OBE theory, the course actively explores the teaching reform mode with students' development as the core, and scientifically designs the grading standards. It is an advanced course to cultivate students' ability to combine basic knowledge with teaching practice, and plays a very important role in the teaching plan of Chinese international education.

As students majoring in Chinese international education, they are likely to become teachers of Chinese as a foreign language and disseminators of Chinese culture in the future. In the process of communicating with students before class, the lecturers set up information exchange WeChat group as a media platform for arranging notices and assignments, so that teachers and students can discuss and interact together.

The teacher launched “What do you want to learn in the course?” in the discussion forum of Superstar Learning Platform “What aspects of knowledge do you want teachers to strengthen in class?” And other issues to discuss activities, and actively interact with students. Teachers encourage students to preview problems in advance and express their opinions in the discussion area. Teachers should collect students' questions in time before class, and analyze them in order to pave the way for classroom teaching.

2.2 Debugging Teaching Platform and Software Preparation

In order to ensure the implementation of teaching smoothly, teachers and students started the construction and debugging of teaching platform and interactive software before the course started. On the basis of comprehensive consideration of network conditions, students' family factors and the stability of online platform, teachers chose the combination of Superstar Learning Platform and WeChat group chat which is suitable for this course to build and teach the course, and carried out preparatory activities such as trial run and online check-in of the first section of the course two weeks in advance to prepare for the formal teaching of the course. In view of the situation that some students do not have paper-based teaching materials, the teacher specially downloads the relevant teaching reference e-books and sends them to the students, so that the students can read the textbooks and refer to the treatises.

3. Instructional Design Highlighting Learning Objectives

This course is the main course. There are four goals that should be achieved through studying this course: First, the goal of subject literacy, that is, the knowledge and skills of mastering Chinese, second language acquisition, linguistics and culture systematically. The second is the ability goal of TCFL major, that is, it can internalize the theory and knowledge of TCFL into language application ability and cross-cultural communication ability, have the ability of teaching Chinese as a foreign language and spreading culture, and can be applied to the language teaching of international promotion of Chinese. Third, the goal of comprehensive education is to systematically understand the frontier knowledge of Chinese ontology research and Chinese application research, and to understand the development trends of related disciplines of teaching Chinese as a foreign language. The fourth is the goal of scientific research ability, that is, it can form the problem consciousness of teaching Chinese as a foreign language.

In order to achieve the above four teaching objectives, five teaching modules are constructed. The course preview module is aimed at the realization of the subject literacy goal; The new course courseware and explanation video module are based on the goal of professional ability; The literature expansion reading module takes the comprehensive education goal as the internal driving force; The ability training module is created with the goal of cultivating students' scientific research ability. The five modules are goal oriented, strengthen the construction of online teaching, optimize the course structure and reconstruct the teaching content.

The curriculum reform can help students master the development and current situation of Chinese as a second language teaching systematically, and be familiar with the basic ways of teaching Chinese. Students can internalize the knowledge of Chinese international education development, theoretical basis, acquisition rules and theoretical schools into Chinese international education application ability and cultural promotion ability, and have the ability of Chinese international teaching, cross-cultural communication and literary criticism appreciation, which can be applied to Chinese language teaching. Therefore, it is helpful to systematically understand the frontier knowledge and discipline development trends of this major, and can apply the basic principles of international Chinese education to teaching practice, thus promoting students' professional quality and ability. It can help students form the problem consciousness of Chinese international education and reflect on the practical application of classroom teaching design, teaching material design and teaching test evaluation in Chinese international teaching; Have certain innovation ability; Practical problems of applying new technology to teaching.

4. Output-Oriented Teaching Process

4.1 Course Preparation

The basic purpose of this module is to train students' subject literacy. By using the functions of live broadcast, module construction, cloud disk and file information insertion of WeChat group chat and Superstar Learning Platform, the teacher makes clear the course arrangement and objectives

and explains the key points of the course. Students take the initiative to complete relevant tasks as required. Teachers can understand the students' situation and arrange the follow-up teaching tasks through the background data of the preview content and the preview test scores before class.

4.2 The Making of New Course Courseware and the Video Display of Explanation

In the new lesson courseware and explanation video module, students teach themselves the lesson videos according to the teaching objectives put forward by teachers, and complete the goals and tasks assigned by teachers. Students can learn the basic content of the course by studying the contents of the course package, record the problems they encounter in their study notes, and use the discussion function of WeChat group chat and Superstar Learning Platform to post questions and interact with teachers. Teachers interact, discuss and answer questions with students.

Make full use of microteaching laboratory and language technology platform, and initially form a microteaching ability training system and resource library for normal students, which mainly includes explaining teaching methods and skills of Chinese international education to students, organizing students to carry out teaching practice by microteaching laboratory, and collecting microteaching videos of students to form a teaching case resource library. The library provides training and research resources for the cultivation of teaching ability. Taking this exploration as an opportunity, it gradually forms a virtuous circle in which education and teaching practice demands timely uploading and guiding theoretical research, research results are quickly released to guide training practice, and training practice effects are fed back and uploaded.

4.3 Literature Expansion Reading Module

The module takes the comprehensive education goal as a clue, and provides students with e-books, e-journals and excellent website resources related to teaching content as much as possible, so that students can learn without sticking to book knowledge. Therefore, we can systematically and comprehensively understand the frontier trends of Chinese as a foreign language. In particular, information such as new language teaching methods, new language teaching apps, websites and software will be fully displayed.

4.4 Ability Training Module

In order to meet the needs of the talent market at home and abroad, universities in Beijing and Shanghai have set up undergraduate majors to train talents in Chinese international education since 1983. After nearly 30 years of development, more than 300 universities in China have added Chinese as a foreign language major, and nearly 20 of the 33 universities in Liaoning Province have undergraduate majors in Chinese as a foreign language. Due to the uneven level of teachers, the teaching quality is also very different. A survey of teachers and students in Dalian's non-existent universities and practice bases such as Huiqiao Education Consulting Co., Ltd. shows that there is a mismatch between the contents of classroom learning and the needs of employers, which leads to the double problems of recruitment difficulties and students' employment difficulties. In view of the phenomenon that "learning cannot be applied", this course is based on the OBE theory and investigates the language knowledge ability, classroom organization, teaching methods and professional ethics of normal students of Chinese international education. Combined with the practice of the course and other practical links, this paper investigates the college students' ability of teaching Chinese as a foreign language and provides sufficient basis for the core problems.

The ability training module takes the cultivation of scientific research ability as the driving force, arranges learning test, publishes personal investigation, group discussion and other forms of knowledge consolidation and scientific research training through the functions of chapter test, homework and discussion area of superstar learning platform, so that students can understand teaching reflection methods and have certain teaching reflection ability. And the understanding of knowledge will naturally transition to the expression of knowledge, training students' language expression ability and scientific research practice ability.

5. Teaching Evaluation

In order to understand students' opinions and suggestions on online teaching mode. Teachers have launched many online surveys in the Superstar platform discussion forum, and students actively participate in the interaction. Teachers put forward learning hopes and teaching suggestions, such as learning knowledge about teaching Chinese as a foreign language, learning some interesting things about foreign communication, participating in relevant scientific research and practice activities, and participating in more Chinese as a foreign language practice. Teachers have carefully sorted out and adjusted the methods in the next step of online teaching in order to realize the intelligent classroom construction based on OBE.

In the development of goal-driven online intelligent classroom, it is necessary to evaluate the teaching content, mode and quality, combine the characteristics of the current teaching content, and use advanced Internet technology. Goal-driven teaching mode based on OBE concept constructs online intelligent classroom, and actively seeks new teaching mode reform. Through a large number of teaching practice experience, new content is injected into the current online smart classroom construction, teaching evaluation is actively carried out, problems in the teaching process are summarized, and the form of Internet combination is adopted to actively promote students' learning enthusiasm and improve the interaction enthusiasm between teachers and students in the classroom. For the important knowledge points in teaching, humorous and easy to understand teaching methods are adopted to improve the interest of students in the learning process and better enhance the learning effect.

In the construction of goal-driven online wisdom classroom, wisdom education is indispensable, especially for the development of students' creativity, which is also the focus of classroom teaching. In traditional classroom teaching, students' mastery of knowledge points depends on a large number of questions. Although boring and repeated questions enable students to master knowledge points quickly, it is very unfavorable for students' creative development. In online intelligent classroom teaching, students' creative enthusiasm can be stimulated and their creativity can be better cultivated through open thinking and flexible and interesting teaching methods. In the process of learning, we should abandon the disadvantages exposed in the traditional teaching process and adopt novel teaching methods to better stimulate the expansion of students' thinking ability and the improvement of practical ability in the learning process, and promote students' all-round development. In the process of learning, we can fully mobilize the enthusiasm of students, maintain a pleasant learning atmosphere, make students enjoy the fun of learning, and turn passive into active.

In the construction of online intelligent classroom, we should pay attention to the following aspects:

(1) For all kinds of problems encountered in learning, we should take the initiative to solve them, start from the root of the problems and actively seek solutions.

(2) In the process of thinking about problems, we need to consider the actual situation, start from the actual situation, absorb practical experience, expand ideas, and finally demand solutions.

(3) Based on the information background, build an effective learning program.

In the construction of goal-driven online intelligent classroom, through online teaching, efficient teaching methods are introduced, so that students can learn more easily and efficiently, and learn in a relaxed atmosphere to improve learning efficiency. When encountering problems, students should think from practice, comb relevant theoretical knowledge, open up ideas, make constant changes, stimulate creative ability, enhance the use of knowledge, and love learning and life more.

6. Reflection and Improvement of Teaching

In teaching, we also find that due to the restriction of the network environment, some students may get stuck when watching the course during the peak period of network usage, the time for caching and opening videos is too long, the task of expanding reading works cannot be completed, and the live broadcast is stuck. Teachers actively communicate with the service staff of Superstar through the "Learning Communication" WeChat group of Liaoning Normal University. However,

some users can only wait for the network congestion to recover, or change the way of logging in to the computer or mobile phone. However, the students' tolerance and understanding of the network software problems made teachers feel very touched. In the future teaching, we will continue to strengthen the interaction with students, so that students can have more participation and gain.

It is also necessary to reflect and improve after the goal-driven online intelligent classroom teaching. Teacher-student interaction in classroom teaching can also reflect certain teaching effects. Effective teacher-student dialogue must be carried out in a relaxed classroom environment. Teacher-student interaction can better show students' mastery of their own knowledge and improvement of their literacy. In the online intelligent classroom teaching, the use of network technology and the interaction between teachers and students are more diversified. When reflecting on classroom teaching quality and teaching effect, we should pay attention to the evaluation of classroom teaching effect and teaching content. Teachers should skillfully use a variety of interactive ways, make the most of the advantages of Internet technology, and return the classroom to students. Try various teaching methods boldly, including live broadcast software, WeChat group, Superstar platform, etc., and dynamically change the predetermined instructional design characteristics. It is difficult to achieve practical teaching effect with single interactive technology. A variety of interactive technologies should be reasonably selected according to the teaching objects, teaching contents and teaching environment, and the online intelligent classroom should be combined with the Internet to integrate into the teaching, so as to improve the teaching effect.

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