Research on cross-border E-commerce teaching evaluation and assessment system under the OBE concept

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Abstract. As an important part of the professional courses in China, cross-border e-commerce plays an important role in improving students' professional ability. The OBE concept is effectively used for cross-border e-commerce course teaching. The evaluation and assessment system helps to improve the shortcomings of the current teaching and improve the learning effect of students. At present, cross-border e-commerce major in our country universities in the process of course teaching has paid attention to the OBE concept effectively used in it, through analysis from multiple dimensions and check the students' learning results, the teaching objectives, teaching implementation and teaching guarantee, and other links to cover, can provide dynamic support for students' learning results. Based on this, this study will analyze the construction of the cross-border E-commerce teaching evaluation and assessment system under the OBE concept from the perspective of the OBE concept, so as to help improve the existing teaching deficiencies, so as to establish a diversified teaching evaluation and teaching assessment system.

1 Introduction

The OBE concept mainly refers to the goal of teaching design and teaching implementation is the final learning results achieved by students through the education process. Traditional education is subject-oriented. It follows the principle of professional setting by discipline, and the education model tends to solve the determined, linear, static and closed scientific model; while the achievement-oriented teaching mode follows the reverse design principle, starting from the demand (including internal and external needs), determines the training objectives, the graduation requirements, and the graduation requirements determine the curriculum system. The two principles are corresponding to each other, which requires the change from teachers, students and learning objectives, which is of great significance for the cultivation of modern practical talents[1]. Therefore, for cross-border e-commerce professional teaching evaluation and assessment, should pay attention to the OBE concept effectively used, for teaching objectives, teaching content and teaching design comprehensive analysis, for the students to develop targeted talent training mode, make students in the post after comprehensive development, promote the smooth progress of university education work.

2 The Overall Objective Analysis of OBE Education Concept and Talent Training

The OBE concept was first proposed by the basic education reform in the United States and Australia, which mainly refers to the education model based on learning output. The book Output-based Education Modeling: Controversy and Answers defines the OBE concept: clearly focusing on and organizing education systems around ensuring that students have the experience of achieving substantial success in their future lives. As a way of transformation mode of education mode, OBE concept has been well applied in the current curriculum construction of colleges and universities. Teachers in the process of education teaching by combining the actual situation of students to develop targeted teaching objectives and teaching strategy, let the students to master the basic knowledge at the same time to their future employment direction has a big execution planning, and make efforts for it, so as to effectively improve the teachers' teaching efficiency, effectively improve the students' professional core quality and ability.

From the actual situation of the talent training objectives in colleges and universities, the effectiveness of the traditional cross-border e-commerce teaching work is limited by the nature of majors, and the proportion of students participating in practical activities in the learning process is small, and students cannot carry out practical training according to their actual professional situation. Secondly, in the process of teaching, teachers are difficult to effectively cooperate with enterprises, which leads to students' poor docking ability for posts, which affects the construction of teaching evaluation and assessment system. Therefore, the OBE concept effectively used in cross-border e-commerce teaching work, can complete learning through teachers teaching, students through students learning...
results feedback cycle mechanism, colleges and universities and teachers can through the ultimate goal of talent training to their own teaching content to adjust and optimize, such as to meet the actual needs of talent training[2].

2.1. Captions/numbering

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3. The role positioning of students, teachers and teaching managers in the evaluation and assessment

To comprehensively analyze the actual situation of the teaching evaluation and assessment system of cross-border e-commerce, it is necessary to evaluate the effect of curriculum learning output from the three aspects of students, teachers and teaching managers.

Students' evaluation of the learning results of cross-border e-commerce professional courses. Under the OBE concept, students, as the main part of learning, are themselves the central point of the whole learning. Teachers, as the major leaders in the implementation of professional curriculum teaching, need to have a clear understanding of the transformation of students' learning role. Students 'learning output achievement is an important indicator to evaluate whether the curriculum meets the standard, and it is also an important standard for students to reverse consider themselves, teachers and the educational environment to be directly incorporated into the whole teaching evaluation and assessment resources, so as to continuously improve the students' learning effect. Therefore, in the process of designing the teaching evaluation and assessment system, the teachers should pay attention to effectively using one of the students' resources, comprehensively consider the actual learning characteristics and situation of the students at the present stage, and evaluate the students' learning output results, so as to help the students to show themselves and improve themselves. Secondly, in the construction of the evaluation system, it is necessary to comprehensively analyze the students' classroom performance, practical operation, practice and training and other parts for the comprehensive evaluation, to help the students to fully understand themselves, and effectively practice the connotation of the OBE concept[3].

Under the concept of OBE, teachers, as the main leaders of the whole teaching work, are also the key elements of teaching evaluation and assessment. In the learning process of cross-border e-commerce students, teachers serve as the guide of students' learning, but also the promoter of learning. Students' learning results should be evaluated through comprehensive analysis, and the course training objectives and graduation requirements should be set in reverse. Teachers can fully carry out dynamic, sustainable and diversified evaluation in the training objectives, graduation requirements and teaching links, reasonably arrange the frequency of the evaluation cycle, scientifically set various evaluation data indicators, and help students to learn according to the predetermined teaching objectives, so as to achieve a certain amount of learning output results.

As an important place for teachers to teach and students to learn, schools can provide a good environment for learning output. Under the concept of OBE, school administrators should make full use of their own advantages to provide students with sufficient classrooms, teaching and training places, and other teaching resources in the process of teaching management. At the same time, managers also need to do a good job in the corresponding logistics support and financial work. Under the OBE concept, the construction of evaluation systems for different majors should also be diversified and hierarchical to provide a good atmosphere for educators and teaching and learners.

4. Construction of cross-border E-commerce teaching evaluation and assessment system under the OBE concept

This study analyzes Spady's OBE pyramid element structure system to ensure that the cross-border e-commerce teaching evaluation and assessment system can reflect the optimal effect under the OBE concept. Under the concept of OBE concept, cross-border E-commerce needs to formulate targeted evaluation standards based on the actual requirements of the country for majors at the present stage and the requirements and standards of enterprises and industries for talents. At the same time, teachers should pay attention to formulating the evaluation standards for their own teaching content and the actual situation of teaching...
implementation, so as to carry out the reverse teaching design to ensure that the evaluation can reach the peak of improving students' professional ability output. To sum up, the OBE concept of cross-border e-commerce professional teaching evaluation and the construction of the assessment system needs from the perspective of diversification, from the participants, curriculum resources, learning output, teaching security, and other aspects of continuous dynamic and process evaluation, provide guarantee for the smooth progress of the teaching work, in order to improve the teaching quality and effect[4].

4.1. Build an evaluation and assessment mechanism for continuous improvement under the OBE concept

Under the concept of OBE, the cross-border e-commerce teaching evaluation can be directly established in a gradual mode. Based on his own teaching experience, the author drew a flow chart from five aspects: setting up learning results, curriculum construction, organizing teaching activities, assessing students and evaluating learning results, as shown in Figure 1. As can be seen from the flow chart in Figure 1, in the whole teaching implementation process, it is a relatively perfect process from the initial setting of the learning effect to the final learning evaluation, and the learning evaluation needs to run through the whole teaching activities. The dimension of teaching evaluation needs to include the standard of learning evaluation, and the learning evaluation needs to run through the whole teaching activities. The dimension of teaching evaluation needs to include the standard of learning output, curriculum arrangement, the effectiveness of teaching activities, and students' phased assessment results. Analythe differences between the final results and the predetermined goals on the basis of learning results can help teachers to improve their teaching strategies and methods in time, so as to make the teaching more targeted and effective.

4.2. Build a multi-layered evaluation and assessment system under the OBE concept

The standards used in the process of analyzing the OBE theory to construct a multi-layered evaluation system are mainly based on the evaluation and assessment indicators of the OBE model in the American EC2000 General Standard and the Engineering Education Professional Certification Standard in China. Compared with other majors, cross-border e-commerce pays more attention to the improvement of students' practical ability in the actual teaching process. Therefore, the curriculum includes computer science; marketing; international trade; psychology; foreign languages; management; economics; law; modern logistics. Therefore, in the process of designing and constructing the evaluation system, hierarchical and diversified construction methods can be adopted. The direction of the construction includes the performance of students' daily learning, the achievement of professional training objectives, learning achievement indicators, teaching improvement indicators, and the evaluation and teaching indicators of students and teachers. The evaluation methods for different indicators can adopt diversified and then refined modes for evaluation, to ensure that each evaluation index can effectively play its guiding role, and help teachers and students to improve the corresponding ability. After the completion of the assessment system, the objectives of the evaluation can also be tested in the form of school-enterprise cooperation, so as to achieve the actual effect of feedback.

4.3. Set the assessment indicators of students' learning output under the OBE concept

OBE concept under the evaluation of the final index is to help achieve the actual effect of feedback, in the process of feedback need to emphasize students centered, through the system of professional courses, students' knowledge, ability, quality to achieve the set goals, and at the end of the course have the corresponding ability, such as to meet the needs of cross-border e-commerce industry junior post talent, work in related fields. Therefore, in the process of carrying out the evaluation of the assessment indicators, in order to ensure that the actual learning results of students are timely understood, teachers need to assess the current learning output and indicators.

4.4 OBE The characteristics of the course evaluation system under the concept

OBE model is also known as output-based education. Compared with the traditional teaching model, OBE model focuses on what students learn and produce learning outcomes. Structurally, OBE model designs the teaching process by judging learning effect. According to the OBE learning output structure model (definition, realization, evaluation and use), teaching evaluation and assessment are an indispensable link in OBE teaching of cross-border e-commerce. In the traditional teaching process, the evaluation and assessment of test scores, ranking scores and other single and static quantitative indicators are taken as the evaluation criteria. However, the OBE mode puts more emphasis on the use of dynamic continuous evaluation and assessment mechanism. According to check's point of view, evaluation of learning output member wearing the whole OBE teaching mode, using the evaluation indicators including training target, graduation requirements,
teaching effect, teaching ability, students' ability quality indicators, in the whole dynamic sustainability assessment process should not only pay attention to the process evaluation, and focus on the learning results. Second, different from the single evaluation and assessment in traditional education, the OBE model especially emphasizes the diversified characteristics of evaluation and assessment, namely, multi-dimensional evaluation indicators, multi-level evaluation methods and diversified evaluation subjects. According to Spady's "Effectiveness-based education", the three principles of OBE system guidance elements, namely: what students learn, what students get, and their learning motivation. The principles of cross-border E-commerce teaching are mainly reflected in the following aspects. First, can the students understand and master the relevant theoretical and practical knowledge of cross-border e-commerce through the teaching mode; second, what standards can the students' current learning results achieve in the following work, and what economic benefits can they bring to the enterprise? Third, do students have sufficient confidence in mastering the knowledge points in the process of professional learning? Whether the motivation to learn can remain at a high level? Therefore, the results of the above cross-border e-commerce learning indicators can be analyzed from the following points. First, teachers can reasonably arrange the course theoretical assessment part in the process of course teaching arrangement, so as to analyze the mastery of students' professional knowledge with quantitative scores. Second, while teachers can carry out teaching, they can focus on training students' theoretical knowledge and practical ability, and add practical activities in the form of strengthening theoretical knowledge to help students constantly improve their mastery of professional knowledge points. Third, the construction of students' learning motivation evaluation mode can be developed from the whole-process of mutual evaluation between teachers and students and self-evaluation, combined with the current ideological and political reform of teaching courses, and the effective integration of various ideological and political elements, so as to help both students and teachers to obtain the improvement of corresponding ability.

5. Conclusion

The establishment of OBE teaching evaluation and assessment system under OBE concept should be implemented on the basis of targeted and diversified. For the cross-border e-commerce teaching evaluation and assessment system, we should make full use of the relevant advantages of the OBE concept, and develop a targeted index system from a multi-dimensional perspective. At present, Chinese universities are still in the research stage while applying OBE theory, and have not obtained perfect and systematic index construction standards. Therefore, under the OBE concept, the cross-border e-commerce teaching evaluation and assessment system needs to integrate the advantages of students, teachers and universities to help students to master the basic theoretical knowledge and improve their practical skills. At the same time, in the process of implementing teaching, it is also necessary to provide targeted feedback based on the actual situation of students 'learning output, to help improve students' professional ability, and to reflect the advantages of OBE concept in teaching evaluation and assessment.

References


2. Lin Youliang, Zhou Jincheng, Chen Tao.—— takes the course of "accounting training" as an example [J]. Heilongjiang Education (Theory and Practice), 2022 (11): 79-81.

