Research on OBE Based Effective Learning Mode in Sino foreign Cooperative Universities

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Abstract. Internationalization of education is an inevitable trend in the development of higher education. Against the backdrop of increasingly widespread international cooperation in higher education in China, as a window for China's education to enter the world, Sino foreign cooperative universities are facing an important issue of how to carry out student-centered, output oriented, and continuous improvement oriented teaching reforms, and cultivate international talents with an international perspective. This article explores the necessity of applying the OBE based effective learning mode in teaching in Sino foreign cooperative universities, and conducts a specific analysis of the application and practice of the OBE based effective learning mode in teaching in Sino foreign cooperative universities, in order to provide theoretical support and practical experience for cultivating high-quality composite talents.

1. Introduction

Sino foreign cooperative education, as an important form of internationalization in higher education in China, has played a positive role in promoting educational reform and improving teaching quality. However, due to the strong openness and fluidity of Sino foreign cooperative education, there are differences in student management, curriculum system design, teaching resource allocation, and other aspects[1]. Unlike traditional higher education aimed at imparting knowledge, Sino foreign cooperative education also has its unique characteristics. With the deepening development of China's higher education reform, it is worth considering how to utilize the advantages and characteristics of Sino foreign cooperative education to enhance the overall level and internationalization level of China's higher education[2].

1.1 The necessity of applying OBE based effective learning mode in Sino foreign cooperative universities

1.1.1. Improving the quality and efficiency of education

Sino foreign cooperative universities usually require adherence to multiple education systems and standards. The use of OBE based effective learning mode can ensure that all students achieve the predetermined learning goals, regardless of their country or cultural background. Firstly, the OBE based effective learning mode emphasizes students' learning outcomes rather than just the teaching process[3]. This is highly consistent with the inquiry mode, as it also emphasizes the cultivation of practical application and problem-solving abilities. By setting clear and quantifiable learning goals, teachers can more accurately evaluate students' learning progress and grades, thereby optimizing teaching strategies and course content in a targeted manner. This not only improves the pertinence of teaching, but also greatly saves educational resources, thereby improving educational efficiency. Secondly, the OBE based effective learning mode stimulates students' initiative and participation through project or problem oriented teaching activities[4]. Compared with traditional exam oriented education, this effective learning mode can better cultivate students' innovative thinking and practical abilities, thereby improving the quality of education to a higher extent. Finally, in the multicultural and multidisciplinary environment of Sino foreign cooperative universities, the OBE based effective learning mode is more able to meet the needs of different student groups. Whether students from different cultural backgrounds or studying different majors, they can find suitable learning paths and methods in this effective learning mode, thus achieving comprehensive and personalized education[5]. Therefore, the OBE based learning mode in teaching in Sino foreign cooperative universities is of significant importance in improving the quality and efficiency of education. On the one hand, this outcome based educational framework clarifies the ultimate goal of education, with each course and teaching process having clear objectives and expected outcomes. This allows both teachers and students to have a clear understanding of the academic and skill goals they are pursuing, greatly enhancing the motivation and purpose of learning. On the other hand, the OBE education philosophy encourages continuous evaluation and improvement. Under this mode, educators will regularly evaluate the match
between learning outcomes and expected goals, adjust based on the evaluation results, and ensure that educational content and methods remain consistent with the ultimate goal. In summary, the OBE based learning mode in teaching in Sino foreign cooperative universities can make education more targeted and flexible in methods, thereby significantly improving the quality and efficiency of education.

1.1.2. Enhancing cultural integration and globalization perspectives

In the context of globalization, the development of education has gradually shown cross-cultural and cross-border characteristics. The OBE based learning mode in teaching in Sino foreign cooperative universities precisely meets this trend and provides strong support for adapting to the trend of global education. Firstly, the goals of OBE education are more clear and easier to unify and connect across cultures and borders. Whether in the East or the West, the ultimate goal of education is to cultivate talents who can adapt to society and have practical abilities. Secondly, the characteristic of Sino foreign cooperative education lies in the integration of various educational resources and methods. This integration not only enriches educational content, but also enables students to deeply experience and understand the connotation of globalization in the learning process. Finally, with the development of technology, especially information technology, the forms and methods of education are undergoing changes.

Due to the emphasis on learning outcomes and practical applications, the OBE based effective learning mode encourages students to solve real-world problems through projects and teamwork, which is particularly important in multicultural and cross-border teaching environments. Firstly, when students come from different cultural and academic backgrounds, through the OBE based effective learning mode, they have the opportunity to engage in in-depth communication and collaboration in projects or team activities, thereby better understanding and respecting their respective cultures and perspectives. This not only helps to break cultural and regional boundaries, but also enhances students' global perspective and cross-cultural communication skills in practical operations. Secondly, this mode also contributes to the internationalization process of educational institutions themselves\(^6\). Through deep cooperation with partners from different cultures and educational systems, schools can more effectively implement globalization strategies, enhance international reputation and influence. Finally, due to the emphasis on individual learning outcomes in the OBE based effective learning mode, teachers can provide personalized teaching based on students' specific needs and backgrounds, which further strengthens the flexibility and inclusiveness of teaching and helps to meet the diverse needs of multicultural education environments.

The OBE based learning mode in teaching in Sino foreign cooperative universities has significant advantages in cultivating students' cross-cultural communication skills. Firstly, the teaching model of Sino foreign cooperation itself integrates multiple cultural elements, providing students with a real and diverse learning environment. In this environment, OBE's teaching method clearly defines this goal, ensuring that students can proficiently master cross-cultural communication skills while completing their studies. Secondly, the OBE philosophy emphasizes learning outcomes rather than the learning process, which means that educators place more emphasis on students' practical abilities rather than just knowledge mastery. Therefore, when training cross-cultural communication skills, more emphasis is placed on practice and application. Finally, the curriculum design of Sino foreign cooperative education is more open and flexible, allowing students to choose learning content based on their interests and needs, which provides students with more opportunities to deeply understand and experience different cultures.

1.2. The Application Strategy of OBE Based Effective Learning Mode in Sino foreign Cooperative Universities

1.2.1. Implementing modular courses to enhance flexibility

In Sino foreign cooperative universities, the teaching system is often diverse and complex, involving different educational backgrounds, cultural customs, and academic needs. Therefore, implementing modular courses to enhance flexibility is of great strategic significance. Firstly, during the curriculum planning stage, Chinese and foreign teacher teams need to work closely together to ensure that the course content not only meets the teaching standards of the target country (usually Western countries), but also adapts to the actual needs of Chinese students. This requires introducing questionnaire surveys and student interviews at the beginning of course design, and even considering setting up pilot courses to obtain more accurate data. Secondly, the teacher team needs to design various modules based on preliminary data. These modules should include the introduction of core concepts, practical applications, and cross-cultural comparisons. To increase the attractiveness and participation of the course, modules can also be designed to include various forms of activities, such as group discussions, case studies, and on-site visits. This diversified teaching form not only helps to improve students' learning enthusiasm, but also enables them to better absorb and apply knowledge in practice. Once again, during the module teaching process, Chinese and foreign teacher teams should regularly conduct mutual evaluation and feedback to ensure that the teaching content and methods can flexibly adapt to the different needs and reactions of students\(^7\). For example, if a module mainly teaches western marketing
concepts, but most Chinese students are more concerned about how to apply these concepts to the Chinese market, then in the next module, teachers need to add more content about "cultural differences between China and the West and market strategies". Finally, in order to further improve the quality of teaching, modular courses can also be integrated with existing teaching management systems in schools, such as academic administration systems or learning management systems, in order to more effectively track and evaluate students' learning progress.

1.2.2. Building a cross-cultural collaboration framework to enhance global perspectives

In the context of Sino foreign cooperative universities, teachers can utilize cross-cultural and interdisciplinary collaborative learning to enhance students' global perspectives and interdisciplinary abilities. Firstly, teachers can incorporate cross-cultural elements into curriculum design. By setting learning goals related to globalization and cross-cultural issues, teachers can guide students to pay attention, research, and solve problems involving multicultural perspectives. Specifically, through case analysis, role-playing, and simulated international negotiations, students can experience and solve cross-cultural problems in practical operations, thereby cultivating their global perspective and cross-cultural understanding abilities. Second, teachers can adopt the method of "project-based learning" to encourage students to team up with classmates from different cultural backgrounds to complete projects with global significance. For example, teachers can guide students in conducting research on "global climate change solutions", where each team needs to propose comprehensive solutions from different national and cultural perspectives. This not only enhances students' teamwork skills, but also allows them to enhance their global perspective in cross-cultural communication. Finally, teachers can achieve a "virtual exchange plan" through cooperation with overseas universities. In such a plan, students will have the opportunity to engage in one-on-one or group cultural exchanges and academic discussions with overseas students through online platforms, further expanding their international perspective. This form of practical activity not only increases the diversity of teaching methods, but also enables students to gain practical experience in communicating with people from different cultural backgrounds without going abroad.

1.2.3. Developing a blended learning platform to optimize learning

In the specific context of Sino foreign cooperative universities, developing a blended learning platform to optimize learning is crucial. Due to the fact that such universities typically cover multiple educational cultures and effective learning modes, adopting a hybrid teaching platform can better adapt to the needs of students in different cultural and disciplinary backgrounds. Firstly, Chinese and foreign teachers should collaborate and leverage local and international educational resources to jointly build a teaching platform that includes both online and offline teaching activities[3]. The online section can include English and Chinese materials related to the course, suitable for students from different native language backgrounds. According to the multicultural characteristics of Sino foreign cooperative universities, this platform can also integrate cross-cultural exchange links, such as online international seminars or cultural exchange activities. Secondly, Chinese and foreign teachers should fully utilize this blended teaching platform to implement more targeted teaching strategies. For example, if a course needs to involve a certain concept in Western and Chinese culture, teachers can first introduce the basic knowledge of their respective cultures through online modules, and then organize multicultural group discussions and case studies in offline classrooms to enable students to apply this knowledge in practical situations. Finally, as Sino foreign cooperative universities typically have different teaching cycles and holiday arrangements, hybrid teaching platforms should be able to flexibly adapt to these special needs[9]. This means that the platform should provide multiple versions of course schedules and learning paths to adapt to the teaching arrangements of different campuses. Through this approach, both Chinese and foreign students can learn at the most suitable time and pace for themselves. The hybrid teaching platform can not only meet the diverse and cross-cultural teaching needs of Sino foreign cooperative universities, but also gradually improve and optimize in teaching practice, thereby achieving higher levels of teaching quality and student satisfaction[10].

1.2.4. Continuously improving the evaluation and feedback system

Continuous improvement of this system not only helps to monitor students' learning progress and achievements in real-time, but also provides a basis for teaching teams to adjust teaching strategies in a timely manner. On the one hand, Sino foreign cooperative education majors involve two or more educational cultures and methods, and the improvement of the evaluation and feedback system is particularly crucial. It can ensure the consistency of goals and complementarity of teaching methods between both parties in the teaching process. On the other hand, this system can also serve as a bridge for communication between China and foreign countries, helping both parties understand the learning performance of students in different educational backgrounds and providing data support for optimizing teaching strategies. Therefore, it is recommended that when constructing an effective learning framework, Sino foreign cooperative education majors should attach great importance to the construction of evaluation and feedback systems, continuously introduce advanced evaluation tools and methods, ensure the scientificity, practicality, and timeliness of the system, and better serve the results based education concept, promoting the sustainable development of Sino foreign cooperative education majors.
1.2.5 Cultivating a student-centered learning model under the OBE concept

In the strategy of constructing an effective learning framework for Sino foreign cooperative education majors under the OBE education concept, cultivating a student-centered learning model under the OBE concept has become a core task. On the one hand, in this mode, students are no longer passive recipients of knowledge, but have become active learners and practitioners. They can engage in personalized and goal oriented learning according to their own needs and interests, thereby better integrating and applying knowledge and abilities. On the other hand, student led learning models can also cultivate students' cross-cultural communication skills, critical thinking, and innovation abilities, laying a solid foundation for their future development in the context of globalization. Therefore, when constructing an effective learning framework for Sino foreign cooperative education majors, cultivating a student-centered learning model should be regarded as a key strategy, creating more opportunities for students to learn independently, and promoting them to achieve more significant learning outcomes under the OBE concept.

2 Epilogue

The exploration based effective learning mode under the OBE concept provides a new approach for the transformation of traditional education in China to internationally advanced education. Based on the OBE education concept, the exploration based effective learning mode is conducive to enhancing students' learning interest and initiative, enhancing their independent learning and innovation abilities, and cultivating students' teamwork spirit and social responsibility. However, due to the different characteristics and educational concepts of Sino foreign cooperative universities, their applications also have certain particularities. In future research, it is necessary to actively explore and innovate the application strategies of exploratory effective learning mode based on the OBE concept, taking into account the characteristics of Sino foreign cooperative universities, in order to provide reference for the education reform of domestic universities.

3 Conclusion

In summary, under the guidance of the OBE concept, the effective learning framework can not only effectively evaluate the students' learning results accurately, but also provide students with personalized teaching plans to achieve the best learning effect in a limited learning time. During the future education and teaching reform process, Chinese and foreign cooperative school-related stakeholders should deeply understand the OBE concept and effective learning framework, and actively participate in the joint construction of a effective learning framework to achieve the continuous optimization of professional training goals and talent training models, and then promote the continuous improvement of the internationalization level of China's education and the quality of higher education.

References