

# Teaching Design and Practice of Human Resource Management Course Based on OBE Concept

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**Abstract:** HRM (Human Resource Management) course emphasizes the combination of theory and practice. Currently, there are still weak points in the teaching activities adopted in the human resource management course, such as insufficient goal orientation and weak inter task connectivity. Based on this, the paper is guided by the OBE concept, teaching objectives were set according to the graduation requirements of students majoring in business administration. Based on the teaching objectives, the course syllabus, teaching content, teaching mode, and assessment system were designed in reverse. Under the guidance of blended learning theory, guided by learning outcomes and student-centered, design course content and resources, reconstruct teaching processes, and achieve effective integration of online courses and classroom teaching. After teaching practice verification, students' learning interest had been greatly improved academic performance had improved the quality of teaching. The design and practice of human resource management courses based on the OBE concept had achieved good results. The HRM curriculum restructuring based on the OBE concept had shifted its teaching approach from focusing on the learning content itself to the final learning outcomes of students. This learning-outcome-based teaching reform emphasizes the improvement of student abilities and adapts to the needs of society for talent cultivation.

**Keywords:** HRM Course; OBE Concept; Teaching Design and Practice

## 1. Introduction

OBE (Outcome-based Education) is an educational theory developed in the 1990s that

is market-oriented and emphasizes the cultivation and training of student abilities. Its core is to completely abandon the previous "stacked" curriculum system construction method, and emphasize that students will master the skills required for their careers after graduation.

HRM (human resource management) course emphasizes the combination of theory and practice, aiming to help students master subject knowledge and professional skills, and enhance comprehensive practical abilities. The current teaching activities adopted in the HRM course include both students' exploratory and practical learning activities and the creation of task works, which to a certain extent realizes the construction of professional core knowledge and skills and improves students' comprehensive practical ability and professional quality. However, it still has shortcomings in its implementation, such as insufficient goal orientation and weak connectivity between tasks, which can be solved by OBE theory. The restructuring of the curriculum based on the concept of OBE has changed its teaching method from focusing on the learning content itself to focusing on the final learning outcomes of students. This kind of teaching reform based on learning outcomes emphasizes the improvement of students' abilities and adapts to the needs of the society at that time for talent training.

In summary, the construction and practice of HRM courses based on OBE concept can overcome the insufficient support of teaching objectives for social needs, enhance the orientation of cultivating college students' abilities and qualities, better utilize the advantages of online and offline hybrid teaching mode in cultivating students' application ability, fully adapt to the talent cultivation requirements of human resource management curriculum, and conform to the

development trend of education reform. Therefore, exploring curriculum construction from the new perspective of students' achievement orientation is of great theoretical and practical significance to the reform of HRM courses.

## 2. Literature Review

### 2.1 Current Research Status Abroad

OBE concept originated from abroad and has been highly valued and praised by scholars from various countries during its theoretical development. It has gradually been applied to education reform, mainly focusing on curriculum system design and its application in curriculum reform. In the research of OBE curriculum system design, American scholars Reder<sup>[1]</sup> proposed that the OBE based curriculum design model consists of three modules: teaching objectives, teaching guidance, and teaching evaluation, emphasizing the important significance of Bloom's classification of educational objectives in teaching activities and teaching evaluation. Acharya<sup>[2]</sup> proposed the "OBE curriculum system planning model": in an appropriate educational and teaching environment, educators choose teaching content, teaching methods, and teaching strategies to enable learners to meet the requirements of learning outcomes, and evaluate whether learners meet the requirements through appropriate evaluation, in order to guide students to learn. There is little research on specific courses using OBE concept, and only Stanley<sup>[3]</sup> designed an interactive model for the pharmaceutical curriculum system under OBE concept, which includes five core elements: expected learning outcomes, basic concepts, and learning evaluation.

### 2.2 Domestic Research Status

Although research on OBE started relatively late in China, it has also achieved fruitful results. In 2003, Wang Yongquan. et al.<sup>[4]</sup> elaborated on what "results" are and the systematic principles and assumptions for building an education system based on "results". Professor Xiang Fu<sup>[5]</sup> emphasized the essence and characteristics of result oriented education, emphasizing that education should prepare students for the future in the "Theory

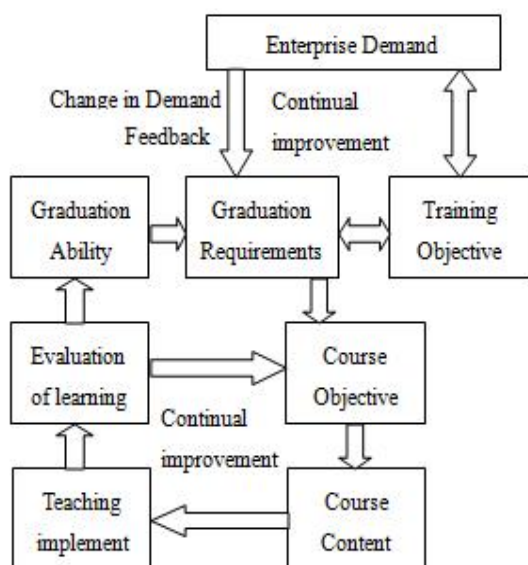
and Application of Result oriented Education". He believed that teachers can use information technology for online teaching in teaching, combining learning both inside and outside the classroom to cultivate students' exploration and creative abilities. By combining the OBE concept with online courses in the era of "Internet plus", Bai Jing et al.<sup>[6]</sup> have constructed a three-level structural model of open courses for students, resources and information, and learning output, and carried out online course development. Pan Weisheng et al.<sup>[7]</sup> have constructed a three-level structural model of open courses for students, resources and information, and learning output, and carried out online course development by combining the OBE concept with online courses in the era of "Internet plus". Ma Guoqin<sup>[8]</sup> has developed a teaching model that is result oriented, task driven, and fully closed-loop improvement, and has been applied to modern office affairs courses in vocational colleges, achieving good results in practice. Su Liecui<sup>[9]</sup> focuses on the current situation where human resource management courses in universities cannot meet market demand in terms of student training quality. By benchmarking the core ideas of OBE education philosophy, this article analyzed the gap between the teaching of HRM courses and international advanced ideas in terms of learning orientation, knowledge imparting models, evaluation concepts, and the roles of teachers and students. Drawing on the implementation points of OBE education, it provided guidance for educational managers. Teachers and students had put forward corresponding improvement suggestions. Liu Ling<sup>[10]</sup> believed that the OBE concept was reforming the teaching of the course of HRM. Based on four requirements, a three-dimensional teaching model of "classroom extracurricular autonomous learning practice innovative learning" was constructed, forming a talent cultivation model that was more suitable for social needs, industry and industry development, and enterprise talent needs.

In summary, from the research results on OBE at home and abroad, it can be seen that its development trajectory was mainly reflected in the following two aspects: first, in terms of research logic, it had gone from exploring the principles of OBE to conducting teaching

practice research; Secondly, from a research perspective, there had been a transition from a macro perspective of talent cultivation education to a micro level exploration and practice of specific majors and courses. The application of teaching design methods in the course of HRM was relatively limited and has certain exploratory value. As a higher education institution for cultivating application-oriented talents, our university had developed and implemented the HRM course through learning from educational philosophy of OBE. We adopted a hybrid teaching model of "online+offline", which was guided by students' learning outcomes and accurately has meet the needs of society, industry, and enterprises for talents. This highlights the unique characteristics of our university, It was essential to improve the quality of talent cultivation.

### 3. Teaching Design of HRM Course Based on OBE Concept

#### 3.1 Course Construction Ideas



**Figure 1. Course Construction Ideas**

The idea of curriculum construction is to lead by the OBE concept, reverse design, and positive implementation, forming a blended teaching mode of online self-directed learning and offline collaborative exploration. The idea of curriculum construction is shown in Figure 1. Set teaching objectives based on the graduation requirements of business administration students supported by them, and reverse design the course syllabus,

teaching content, teaching mode, and assessment system guided by teaching objectives. Under the guidance of blended learning theory, guided by learning outcomes and student-centered, course content and resources are designed based on online courses, and the teaching process is reconstructed to achieve an effective integration of online courses and classroom teaching.

#### 3.2 Teaching Objectives

The OBE concept emphasizes focusing limited time and effort on basic, important and core courses to help students achieve their learning goals. The teaching objective of the human resource management course is to require students to master basic concepts, principles, techniques and methods, and to be able to analyze and solve some basic problems in the practice of human resource management in enterprises. From the perspective of course teaching, there is a strong correlation between the theoretical part and the management course. The theoretical part is not difficult to learn, but due to the complexity and daily minutiae of enterprise human resource management, new phenomena and problems are constantly changing, which requires graduates to have strong ability to find, analyze and solve problems, as well as good adaptability, good communication skills and strong ability to handle pressure.

According to the concept of OBE, all teaching and learning activities and tasks should be centered on learning outcomes and make explicit contributions to the achievement of these outcomes. The HRM course should set its teaching objectives according to the graduation requirements of the business administration students it supports, and reverse design the teaching content, teaching mode and assessment system with the teaching objectives as a guide. Therefore, the reform of the human resources management curriculum should first clarify its teaching objectives and then further integrate and carry out specific teaching activities.

#### 3.2.1 Teaching Top-level Design Transforms Subject Orientation into Outcome Orientation

Based on the concept of OBE education, the most basic idea is the learning outcome-oriented approach, following the principle of reverse design, taking the demand for outcomes (including internal and external

demand) as the starting point and end point, forming a reverse design chain of the demand for outcomes - cultivation objectives - graduation requirements - course objectives + course teaching + resource allocation, so as to maximize the consistency between educational objectives and outcomes<sup>[11]</sup>.

At the initial stage of curriculum design, a study should be conducted on the career and professional achievements of graduates. The focus of the study should even be extended to five years after graduation, on the basis of which the training objectives and graduation standards for students should be proposed. On this basis, the knowledge and abilities that students should master during their school years should be further defined and refined one by one into the knowledge and ability index points of human resource management courses. Use the course matrix diagram to illustrate the corresponding support relationship between the course objectives and the graduation requirement index points. Based on the support matrix relationship, the course syllabus is rewritten, and the course teaching objectives, contents, teaching methods and assessment methods are designed.

### 3.2.2 Teachers Transition from a Classroom center to a Support Center

In terms of teaching methods, considering that human resource management is a discipline that combines science and art, specific problems need to be analyzed in the context of practical work. First of all, teachers should open up the classroom to students in the teaching process and teach more procedural and strategic high-level knowledge rather than declarative low-level knowledge. By setting challenging tasks, such as case studies and group discussions, students are guided to analyze and think about problems from multiple perspectives, thus fully stimulating their creativity and encouraging them to dare to question and think. Secondly, according to the requirements of OBE, teaching should be oriented to all students rather than individual outstanding students. As a teacher, it is important to accurately grasp the learning situation of each student, keep abreast of their goals, foundations and progress, and formulate personalized teaching plans according to their different situations and requirements, guide students to differentiated learning, and provide

timely strategic guidance and support throughout the process.

### 3.2.3 Motivating students to transition from passive learning to active learning through achievement evaluation mechanism

It is very common for many students to lose their goals and selves when they enter university, leading to weak learning motivation and often bowing their heads to play with their phones in class. For these students, even if they are not yet able to participate in the OBE education system, the principles of OBE can be used to educate them and guide them to adjust their cognition and learning behavior.

The implementation of the reform of the teaching mode of human resource management course based on results oriented education, guided by the student-centered teaching philosophy, with the competency of human resource management positions as the teaching goal, rational planning of theoretical knowledge and ability training content, adopting a combination of online and offline teaching methods, theory and practice, and a combination of formative evaluation and summative evaluation evaluation system, Guide students to complete self planning, self-management, self-evaluation, and continuous improvement in course learning, achieve comprehensive cultivation and improvement of their knowledge, abilities, and qualities, and achieve the expected results of the course.

## 3.3 Teaching Contents

With the rapid development of the economy and industrial upgrading, enterprises have put forward new requirements for applied talents, and have higher level demand standards for the knowledge, skills and professional abilities mastered by students. HRM curriculum reform based on the OBE concept emphasizes the analysis of internal and external needs and a competence-oriented approach that gives students clear course objectives. It focuses on the realization of student learning outcomes and adopts the principle of reverse design for curriculum development.

### 3.3.1 Design of Teaching Objectives for HRM Course Based on OBE Concept

Based on the job requirements that students need to be competent after graduation and the professional student training objectives, the talent training objectives of HRM courses are

divided into course learning objectives and talent training effectiveness. Through the course learning objectives, students can master the explicit human resource management knowledge and skills to be competent in their own work, and through effective talent training, students can develop the implicit concepts, traits, thinking, values and social roles related to human resource management.

### 3.3.2 Reconstruction of Online Course Resources Based on OBE Concept

Based on the learning objectives of course and the effectiveness of talent cultivation, the knowledge and abilities that students should master during their school years are further clarified and refined into knowledge and ability indicator points. The corresponding support relationship between the curriculum system and the graduation requirement index points is explained using the curriculum matrix diagram. Based on the support matrix relationship, the course syllabus is rewritten to design the course content, teaching methods and assessment methods.

In the teaching process, a variety of teaching methods and approaches, such as participatory learning, case analysis and discussion, game-based learning, experiential learning, etc., are designed and applied according to the teaching content in order to achieve better teaching results. For example, in the teaching of employee recruitment, participatory learning methods can be used to allow students to conduct a simulation of recruitment, exercise their oral expression and communication skills, and enhance their confidence and performance. In the teaching of each chapter, case studies and discussions can be used to achieve the teaching objectives. For example, in the teaching of career management, when discussing the relationship between individual career planning and organizational career management, Huawei incident is used to interpret the need for a sense of responsibility and the spirit of responsibility in choosing a career; when discussing the factors that should be taken into account in career planning, Comrade Huang Wenshou's advanced deeds show that career planning should set up ambitious ideals and pursuits, and set up a correct worldview, outlook on life, values and career Choice; in exploring the secrets of career success, Ms. Wu Shihong's story shows that in order to

succeed in business, we must guard against arrogance and loneliness. In addition, classroom teaching also uses game teaching to increase the fun of classroom teaching and enhance students' interest in learning. For example, in order to make it easier for students to understand Hollander's career orientation theory, designed a small game called "my island plan". By inferring their career orientation according to the choice of different islands, the interaction between classroom activities and students has been increased. In order to better integrate theory and practice, this course also adopts experiential learning methods to increase the understanding of how to carry out actual human resource management work in enterprises and deepen the understanding of professional knowledge. For example, after discussing performance appraisal and compensation management, students are allowed to form experiential learning groups to study the performance and compensation systems of enterprises and report the findings in the form of a summary report. This not only deepens students' understanding of the activities of enterprise performance and compensation system, but also enhances their social activity ability, organization and coordination ability and language expression ability. In addition, in the teaching process, teaching methods such as multimedia audio-visual technology should be utilized to enrich the classroom teaching content through short videos, FLASH animation, mind maps, images and case studies to make teaching more vivid and enhance students' learning initiative and interest.

### 3.3.3 Practice of blended online and offline teaching for HRM courses based on OBE concept

This study selects 2021 undergraduate students majoring in Business Administration as the research object, and uses some chapters of the course of HRM as cases. It is divided into four stages for specific teaching practice research: defining learning outputs, implementing learning outputs, evaluating learning outputs, and using learning outputs.

Guided by the OBE concept, reverse design and positive implementation are adopted to form a blended teaching model of online self-directed learning and offline collaborative exploration; Pay attention to individual

differences among students, teach according to their aptitude, cultivate their ability to think deeply about problems, and emphasize the improvement of their practical abilities.

### 3.3.4 Process evaluation of HRM courses based on the OBE concept

Based on the OBE concept of evaluation of teaching effectiveness, simple knowledge evaluation can no longer assess the students' realization of the course objectives. Therefore, it is necessary to establish multi-dimensional evaluation indexes based on process and results to conduct a systematic and comprehensive evaluation of the course in order to test the effectiveness of students in realizing the talent cultivation objectives of the course. In the evaluation system, the knowledge score mainly evaluates the explicit knowledge in work ability and assesses the basic principles, processes, methods and tools of each module of the course in the form of final exam, daily test and homework scores; the behavioral performance mainly evaluates the students' performance in the classroom and the completion of the tasks, and it can test both the exogenous and implicit knowledge of the competence; and the task score consists of the evaluation scores of each task group consisting of the assessment score of each task group, which mainly tests the implicit ability of competence. The assessment system organically combines classroom knowledge, extracurricular practice, individual and team, assesses both theoretical knowledge and work quality and ability, and can scientifically assess the realization of talent training objectives.

## 4. Teaching Practice of HRM Course Based on OBE Concept

According to the curriculum system of the HRM course based on the OBE concept, design, improve and complete specific teaching content that meets the needs of "blended online and offline" teaching, including learning objectives, theoretical knowledge points, teaching difficulties, micro lesson videos, practical application training, and expanded resources sub sections under each module, covering course introduction, teaching outline, teaching plan, knowledge focus and difficulties Multimedia teaching courseware, teaching videos, course notes, case library, economic and trade hot topics,

exercise bank, test questions and other course network resources.

This study selected students majoring in Business Administration in 2021 as the research object, and conducted practical teaching based on the content of HRM course design under the OBE concept. Using some chapters of the HRM course as cases, specific teaching practice research was carried out through four stages: defining learning outputs, implementing learning outputs, evaluating learning outputs, and using learning outputs. Carry out course teaching activities according to the schedule and content of the course teaching calendar, and continue to implement teaching methods such as "blended online and offline", "task driven", and "flipped classroom" during the teaching process. To verify the teaching application effect of blended online and offline courses under the OBE concept, this study will analyze the learning effectiveness of students and course satisfaction, in order to comprehensively summarize the shortcomings of online courses and make improvements. Through teaching reform, the attendance rate in class has significantly increased.

**Table 1. Comparison of teaching Effectiveness between Students in 20 and 21 Grades**

Semester	2021-2022(1)		2022-2023(1)	
	Number	Proportion (%)	Number	Proportion (%)
Excellent	6	13.04	5	10.87
Good	18	39.13	24	52.17
Secondary	16	34.78	12	26.09
Pass	3	6.52	5	10.87
Failed	3	6.52	0	

Through discussion and case teaching, we further improve students' ability to analyze and solve problems, as well as their ability to combine theory and practice, thus improving the quality of teaching; we have established a combination of online and offline teaching modes, with the online platform (Xuexi Tong) accounting for 40% of the total score. The online platform scoring mainly includes four parts: 20% of course audio and video, 20% of chapter study frequency, 40% of chapter test score, and 20% of discussion. Students were required to study independently before the class so that they could focus on the learning process and increase their interest and

initiative in learning. The average score of the online platform was 87.26, comparison of teaching effectiveness between students in 20 and 21 grades is shown in Table 1. the pass rate of 21st grade students reached 100%, which was 6.52 percentage points higher than that of 20th grade; the merit rate reached 63.04%, which was 10.07 percentage points higher than that of the 2020 level. The satisfaction rate of 21st grade students was 100%.

In conclusion, HRM course, guided by the OBE concept, has basically formed a highly detailed and comprehensive online and offline blended teaching mode centered on the students' learning process, and further developed challenging online learning resources; it is student-centered, allowing students to learn independently, to learn by doing, and to learn by thinking, and basically realizing the goal of "teaching as if it were not teaching, and learning as if it were learning", emphasizing the importance of setting the goal of "teaching as if it were not teaching, and learning as if it were learning". The goal of "teaching as if not teaching, learning as if learning" is basically achieved by emphasizing the setting of instructional goals that emphasize student experience and achievement; ideological and political elements are integrated into the curriculum, empowering students to grow in value in terms of both work ethic and management structure. Beginning and ending with the need for outcomes (both internal and external), a reverse design chain of outcomes, training objectives, graduation requirements, curriculum instruction and resource allocation is formed to maximize the consistency of educational goals and outcomes.

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