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An Empirical Study on the Process Evaluation System of Short Video Teaching in College English Listening under the OBE Concept

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Abstract: *Against the background of the digital teaching reform of college English and the in-depth popularization of Outcomes-Based Education (OBE), short videos have become an important carrier to improve the efficiency and learning experience of English listening teaching due to their lightweight, situational, multimodal and highly immersive characteristics. At present, the evaluation of college English listening teaching is generally plagued by prominent problems such as single method, emphasis on results over process, neglect of competency output and learning process tracking, and delayed feedback. Guided by the core concept of OBE, based on the practice of short video teaching in college English listening, this study constructs a process evaluation system covering the whole process of pre-class, in-class and post-class, and selects non-English major undergraduates from Northwest Minzu University as research objects to carry out a one-semester controlled teaching experiment. Data were collected through pre- and post-listening tests, learning motivation questionnaires, autonomous learning ability questionnaires and classroom observations, and statistically analyzed with SPSS 26.0 to examine the effect of the evaluation system on students' listening performance, learning motivation and autonomous learning ability. The results show that the OBE-oriented process evaluation system can significantly improve students' English listening application ability, learning initiative and autonomous learning level, effectively promote the transformation of listening teaching from "knowledge assessment" to "competency output", and provide replicable and generalizable empirical evidence and practical paths for the evaluation reform of college English listening teaching.*

Keywords: *OBE concept; College English listening; short video teaching; process evaluation; empirical study*

1. Introduction

1.1. Research Purpose and Significance

Driven by both digital teaching and curriculum reform, college English listening teaching is gradually transforming to be multimodal, immersive and output-oriented. Short videos have been widely used in listening classes due to their advantages such as real context, audio-visual synchronization and controllable duration. However, the supporting evaluation system still focuses on summative examinations, which is difficult to adapt to the dynamic, interactive and competency-oriented characteristics of short video teaching. Supported by the OBE concept, this study aims to achieve three core research objectives around the implementation characteristics of short video teaching in college English listening.

First, this study constructs a practical and operable process evaluation system for short video teaching in listening that conforms to the reality of college English teaching, and clarify the evaluation principles, dimensions, indicators and implementation procedures. Second, this study examines the actual impact of process evaluation under the OBE concept on students' listening performance, learning motivation and autonomous learning ability through class-controlled experiments. Third, this study summarizes the implementation experience of integrating OBE into short video listening evaluation, and provide a practical plan for the evaluation reform of college English listening teaching in universities.

The theoretical significance of this study lies in integrating the four elements of OBE concept, short video teaching, listening teaching and process evaluation into a unified research framework, enriching the applied research of outcome-based education in the sub-field of college English, improving the

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theoretical system of English listening process evaluation under the digital background, and providing theoretical reference and paradigm supplement for multimodal teaching evaluation and blended teaching evaluation.

The practical significance of this study lies in addressing the prominent drawbacks of traditional listening evaluation. These include the one-sided assessment of a single exam, delayed learning feedback, insufficient attention to the learning process, and the separation of evaluation from practical language application. It aims to improve the systematicness and effectiveness of listening teaching based on short videos. This approach can fully mobilize students' learning interest, boost their independent learning awareness and classroom participation. In addition, it helps teachers transform their teaching mode from lecture-centered instruction to guidance-oriented and evaluation-driven teaching. Furthermore, it enables colleges and universities to better fulfill the fundamental task of fostering virtue through education and integrate ideological and political education into curriculum teaching. Ultimately, it contributes to enhancing students' comprehensive language competence and overall literacy in university talent cultivation.

1.2. Related Research at Home and Abroad

1.2.1. Research on OBE Educational Concept

Outcomes-Based Education (OBE) was proposed by American scholar Spady, which emphasizes taking the final learning outcomes achieved by students as the core, reversely designing teaching objectives, teaching content, teaching activities and evaluation methods, and pursuing "all students can succeed"[1]. OBE has been widely used in engineering education, medical education and language education abroad, forming a complete closed loop of "defining outcomes—realizing outcomes—evaluating outcomes—continuous improvement".

Chinese scholars have gradually introduced OBE into college English teaching since 2010, and carried out research on curriculum system, teaching mode and evaluation reform. Cheng Jingyan systematically discussed the application of the OBE concept in college English curriculum evaluation, whose evaluation dimensions cover students' learning effectiveness and various curriculum elements: curriculum design, teaching methods, teachers, course selection system, etc[2]. Shen Tian'en and Shen Liran explored the core issue of "learning outcomes" in outcome-based education, adopting a sustainable, multi-dimensional and comprehensive evaluation method, which pays attention to both the final outcomes and the value-added changes at each stage[3].

1.2.2. Research on English Listening Teaching and Short Video Teaching

Listening is the core channel of language input and also a weak link of college students' English ability. Traditional listening teaching mainly relies on textbook audio and real question training, with boring content and single context, which is difficult to stimulate learning motivation. With the development of new media technology, short videos have become an important resource for listening teaching.

Jin Liang believed that the short video communication mode can effectively solve the inefficiency of traditional English news audio-visual teaching[4]. Through material reconstruction, process reengineering and evaluation optimization, students can understand, be willing to learn and be able to use, comprehensively improve their English news listening ability and comprehensive literacy, which is an important direction of audio-visual English teaching reform in the new era. Chen Jianlin discussed the requirements for teachers' teaching ability in the process of foreign language education informatization, the national policy orientation on teachers' teaching ability, and the construction and development elements of teachers' digital teaching ability, pointing out that big data promotes the transformation of listening teaching to personalized and multimodal[5]. Existing studies have confirmed that short videos can improve attention, enhance comprehensible input and increase classroom participation, but most studies stay on the discussion of teaching mode and lack systematic empirical design combined with evaluation system.

1.2.3. Research on English Teaching Evaluation System

College English teaching evaluation is transforming from summative to process, from knowledge to competency, and from single to diverse. Wen Qiufang discussed adjusting the key classroom teaching focus of the Production-Oriented Approach (POA) under the background of the AI era, that is, shifting from the cultivation of non-immediate communicative competence to immediate communicative competence, emphasizing that evaluation should serve learning and output[6].

ISSN 2663-8169 Vol. 8, Issue 4: 72-80, DOI: 10.25236/IJNDE.2026.080411

The research results of Jia Li, Yang Lianrui and Zhang Wenzhong showed that dynamic assessment is conducive to promoting the development of learners' self-efficacy, and self-efficacy affects the effect of dynamic assessment to a certain extent[7]. However, in actual teaching, listening evaluation still mainly relies on final examinations, and process evaluation is merely a formality. Studies that integrate OBE + short videos + listening + process evaluation and carry out strict controlled experiments are relatively scarce, and there is a lack of directly usable evaluation indicators, scoring standards, operating procedures and empirical evidence for classrooms, which is also the entry point and innovation of this study.

2. Theoretical Basis

OBE (Outcomes-Based Education) is an educational paradigm centered on students' learning outcomes, with the core of reverse design, competency orientation, diversified evaluation and continuous improvement[1]. The core connotations of OBE can be summarized in four key aspects. First, it takes the ultimate competencies that students are expected to master as the starting point, instead of focusing merely on teaching content. Second, teaching objectives, learning tasks, classroom activities and evaluation methods are all formulated based on expected competency outcomes. Third, differentiated teaching support is offered to help students with varied learning foundations reach the preset learning goals. Fourth, evaluation is regarded as a developmental tool rather than a final result. It functions to diagnose learning problems, deliver improvement-oriented feedback, and facilitate the cultivation of students' comprehensive competencies.

The application of OBE in college English listening short video teaching takes practical listening application ability as the final outcome, including key information capture, detailed comprehension, logical judgment, contextual inference, emotional attitude recognition and cross-cultural understanding. Centering on expected learning outcomes, teachers can select diverse short video materials. These materials cover rural culture[8][9], daily life, campus stories and social hotspots. On this basis, hierarchical listening tasks are reasonably designed for students. A complete process evaluation system is also built to monitor the entire learning process in real time. Teaching practice is continuously optimized and adjusted according to real evaluation data. In this way, a complete closed-loop teaching mode is formed. This mode follows the logic of outcome positioning, teaching implementation, process evaluation and feedback improvement.

3. Current Situation Investigation and Problem Analysis

Before the experiment, a questionnaire survey was conducted among non-English major students at Northwest Minzu University, and 326 valid questionnaires were collected. The research results reveal several key findings. A total of 68.7% of students perceive traditional listening classes as boring and stressful. Meanwhile, 71.2% of students express a higher willingness to accept audio-visual materials in the form of short videos. Only 23.6% of students believe the current evaluation methods can truly reflect their actual listening proficiency. In addition, over 80% of students expect more classroom feedback, process-based scoring and timely on-site guidance in daily teaching.

The traditional listening evaluation system has several problems. First, the evaluation method is single. It mainly relies on the final listening examination, ignoring process performance such as classroom performance, task completion and autonomous learning. Second, emphasis is put on results over process [10]. It only focuses on the final score without tracking learning progress and efforts, which discourages learning initiative. Third, the evaluation is disconnected with competency output. It focuses on multiple-choice questions and ignores real abilities such as listening comprehension, information integration and contextual application. Fourth, the feedback is delayed and inefficient. There are only one or two score feedbacks in a semester, which cannot timely guide students to adjust learning strategies. Fifth, difficulty in adapting to short video teaching. Short video teaching is highly interactive and flexible, while traditional scoring cannot record the whole learning process.

The application of short video-based listening teaching currently faces multiple practical dilemmas. First, relevant teaching resources are fragmented and lack systematic overall design. Second, although classroom activities are rich and diverse, there is a lack of unified and standardized evaluation criteria. Third, students' autonomous learning is hard to supervise, leading to uneven learning completion quality. Finally, separation exists among teaching, learning and evaluation links in the overall teaching process [11].

ISSN 2663-8169 Vol. 8, Issue 4: 72-80, DOI: 10.25236/IJNDE.2026.080411

The evaluation system needs to be reformed. Based on the investigation and classroom observation, the reform of college English listening evaluation should meet the requirements of: competency orientation, whole-process coverage, diversified subjects, simple operation and immediate feedback. The OBE concept and process evaluation are highly consistent with the above needs and are a reasonable path for reform.

4. Construction of Process Evaluation System for Short Video Teaching in College English Listening under the OBE Concept

4.1. Construction Principles

Guided by the core connotation of OBE and combined with the situational, interactive and competency-oriented characteristics of short video listening teaching, this study follows clear and practical principles to construct the process evaluation system. These principles take students' ultimate listening competency as the guidance, cover the whole learning cycle, integrate multiple evaluation subjects, and focus on operability and developmental value. On this basis, five interrelated and complementary construction principles are proposed as follows.

First, outcome-oriented principle. Evaluation indicators are designed around listening application ability and connected with curriculum objectives.

Second, process principle. The evaluation system covers the whole process of pre-class autonomous learning, in-class interaction and post-class application.

Third, diversity principle. The evaluation system combines teacher evaluation, student self-evaluation and peer evaluation to ensure objectivity and fairness.

Fourth, operability principle. The evaluation system features clear indicators, simple scoring, easy data collection, so it is suitable for classroom promotion.

Fifth, developmental principle. The evaluation system aims to promote students' learning. It emphasizes feedback and improvement rather than screening and selection.

4.2. Evaluation Dimensions and Weight Design

In line with OBE's outcome-oriented and whole-process management philosophy, this study establishes a four-dimensional, seven-level process evaluation system for short video-based college English listening teaching. To balance process development and outcome achievement, process evaluation accounts for 60% of the total course score, while summative assessment accounts for 40%. The four dimensions and their corresponding weights are designed to fully cover pre-class, in-class and post-class learning behaviors, and to comprehensively reflect students' listening competence, learning engagement and comprehensive literacy. The specific dimensions and weight allocation are detailed below.

Pre-class autonomous learning (15%) includes completion rate of short video viewing, quality of preview task completion, and autonomous learning attitude.

In-class participation (20%) includes completion of listening tasks, classroom speaking, group discussion, interactive answering, and classroom performance.

Post-class competency application (15%) includes listening review, short video imitation listening, periodic quizzes, and knowledge transfer.

Comprehensive literacy (10%) includes learning motivation, cooperation spirit, reflection ability, and learning habits.

4.3. Evaluation Tools and Implementation Process

To ensure the standardized, systematic and sustainable operation of the process evaluation system, this section clarifies the main evaluation tools and step-by-step implementation procedures. The tools are selected to be highly compatible with short video learning scenarios and convenient for data collection and real-time recording. The implementation process follows a complete closed loop of pre-class, in-class and post-class, so as to realize full-cycle tracking, timely feedback and continuous improvement of students' listening learning.

ISSN 2663-8169 Vol. 8, Issue 4: 72-80, DOI: 10.25236/IJNDE.2026.080411

4.3.1. Evaluation Tools

Process evaluation scale: It is used to standardize the scoring of students' whole-process performance, quantify learning outcomes and visualize competency development.

Classroom observation record form: It records students' participation, interaction and learning status in real time, providing an objective basis for process evaluation.

Autonomous learning platform data: It automatically collects viewing records, task completion and other behavioral data to objectively reflect students' autonomous learning status.

Group mutual evaluation form: It is applied in group activities to realize peer scoring and enrich the diversity of evaluation subjects.

Listening reflection log: It guides students to record experience, problems and improvement strategies, and cultivate autonomous reflection and self-regulation ability.

4.3.2. Implementation Process

Pre-class: Teachers release short video listening tasks; students complete autonomous preview; the platform records completion status automatically.

In-class: Teachers organize listening tasks, group discussions and interactive Q&A, and carry out real-time scoring and instant feedback.

Post-class: Students submit reflection and imitation assignments; teachers conduct staged evaluation and provide targeted guidance.

At the end of the semester: Process scores are summarized and combined with summative assessment to form the final course score.

5. Empirical Research Design

5.1. Research Subjects

Two natural classes of non-English major undergraduates from Northwest Minzu University were selected as research subjects, with a total of 90 students.

While experimental group (45 students) was adopted OBE process evaluation + short video listening teaching, control group (45 students) was adopted traditional teaching + summative evaluation. Pre-test data showed no significant difference in listening performance between the two groups ($p>0.05$), indicating comparability.

5.2. Research Variables

The independent variable of this study is whether the process evaluation system of short video teaching in college English listening under the OBE concept is adopted in the teaching process.

The dependent variables of this study are students' English listening test scores, English learning motivation level and English autonomous learning ability.

To ensure the scientificity and comparability of the experiment, this study strictly controlled the same teacher, teaching materials, weekly class hours, teaching content and teaching progress.

5.3. Research Hypotheses

Hypothesis 1: The listening performance of the experimental group is significantly higher than that of the control group.

Hypothesis 2: The learning motivation of the experimental group is significantly stronger than that of the control group.

Hypothesis 3: The autonomous learning ability of the experimental group is significantly higher than that of the control group.

ISSN 2663-8169 Vol. 8, Issue 4: 72-80, DOI: 10.25236/IJNDE.2026.080411

5.4. Data Collection and Analysis

The data of this study mainly come from students' pre- and post-test scores of English listening, learning motivation scale questionnaires, autonomous learning ability scale questionnaires and classroom observation records. SPSS 26.0 statistical software was used to process and analyze the experimental data. Descriptive statistics, paired sample t-test and independent sample t-test were mainly used for data analysis.

6. Empirical Results and Analysis

6.1. Comparative Analysis of Listening Performance

Table 1 presents the number of students, mean scores and standard deviations of the experimental group and the control group in the pre-test and post-test of listening. The pre-test mean score of the experimental group was 68.92 with a standard deviation of 6.35; the post-test mean score was 78.64 with a standard deviation of 5.78. The pre-test mean score of the control group was 67.74 with a standard deviation of 6.61; the post-test mean score was 71.32 with a standard deviation of 6.04. The pre-test mean scores of the two groups were close with similar initial levels, and the improvement range of the experimental group in the post-test was larger than that of the control group.

Table 1: Descriptive Statistics of Listening Pre-test and Post-test Scores of Experimental Group and Control Group.

Group	Test Stage	N	Mean	Std. Deviation
Experimental group	Pre-test	45	68.92	6.35
	Post-test	45	78.64	5.78
Control group	Pre-test	45	67.74	6.61
	Post-test	45	71.32	6.04

Table 2 shows the independent sample t-test results of listening performance between the two groups. In the pre-test, the t-value of the two groups was 0.862, $p=0.391$ ($p>0.05$), and the difference was not statistically significant, indicating that there was no significant difference in the initial listening level between the two classes and they were comparable. In the post-test, the t-value of the two groups was 5.894, $p=0.000$ ($p<0.05$), and the difference was statistically significant, indicating that the post-test score of the experimental group was significantly higher than that of the control group.

Table 2: Independent Sample t-test of Listening Scores between Experimental Group and Control Group.

Group	Test Stage	t	p	Significance
Exp. vs Con.	Pre-test	0.862	0.391	Not significant ($p>0.05$)
Exp. vs Con.	Post-test	5.894	0.000	Significant ($p<0.05$)

Table 3 shows the paired sample t-test results of pre- and post-test within the groups. The mean difference between pre- and post-test in the experimental group was 9.72, $t=8.651$, $p=0.000$ ($p<0.01$), with an extremely significant difference; the mean difference in the control group was 3.58, $t=2.713$, $p=0.009$ ($p<0.05$), with a significant difference. The results show that the performance of both groups improved, but the improvement range of the experimental group was larger and the effect was more significant. Thus, the OBE process evaluation system has a significantly better effect on improving students' English listening performance than the traditional evaluation mode.

Table 3: Paired Sample t-test of Pre- and Post-test in Experimental Group and Control Group.

Group	Test Stage	Mean Difference	t	p	Significance
Experimental group	Pre-test – Post-test	9.72	8.651	0.000	Significant ($p<0.01$)
Control group	Pre-test – Post-test	3.58	2.713	0.009	Significant ($p<0.05$)

6.2. Analysis of Differences in Learning Motivation

Table 4 shows the comparison results of each dimension and total score of learning motivation between the two groups. In the dimension of learning interest, the mean score of the experimental group was 22.35 and that of the control group was 18.41, $t=6.127$, $p<0.05$; in task involvement, the experimental group was 21.86 and the control group was 17.93, $t=5.742$, $p<0.05$; in goal orientation, the experimental group was 22.10 and the control group was 18.06, $t=5.981$, $p<0.05$; in self-efficacy, the experimental

ISSN 2663-8169 Vol. 8, Issue 4: 72-80, DOI: 10.25236/IJNDE.2026.080411

group was 22.51 and the control group was 18.12, t=6.335, p<0.05. In terms of total learning motivation score, the experimental group averaged 88.82 and the control group 72.52, t=6.894, p<0.05. The differences in all dimensions and total scores were significant, and the experimental group had a higher level of learning motivation.

Table 4: Independent Sample t-test of Each Dimension of Learning Motivation between Experimental Group and Control Group.

Dimension	Group	Mean	SD	t	p	Significance
Learning interest	Experimental	22.35	2.84	6.127	0.000	p<0.05
	Control	18.41	3.12			
Task involvement	Experimental	21.86	2.59	5.742	0.000	p<0.05
	Control	17.93	2.97			
Goal orientation	Experimental	22.10	2.63	5.981	0.000	p<0.05
	Control	18.06	3.05			
Self-efficacy	Experimental	22.51	2.47	6.335	0.000	p<0.05
	Control	18.12	2.89			
Total learning motivation	Experimental	88.82	7.16	6.894	0.000	p<0.05
	Control	72.52	8.34			

The independent sample t-test results show that the mean scores of the experimental group in the four dimensions of learning interest, task involvement, goal orientation and self-efficacy are significantly higher than those of the control group, with statistically significant differences (p<0.05). It indicates that OBE process evaluation effectively reduces students' anxiety in listening learning, enhances classroom participation, and significantly improves students' English learning motivation and internal motivation through whole-process tracking, timely feedback and diversified participation.

6.3. Analysis of Differences in Autonomous Learning Ability

Table 5 shows the inter-group test results of each dimension and total score of autonomous learning ability. In the dimension of plan making, the mean score of the experimental group was 21.94 and that of the control group was 18.03, t=5.816, p<0.05; in strategy use, the experimental group was 22.07 and the control group was 17.88, t=6.024, p<0.05; in self-monitoring, the experimental group was 22.33 and the control group was 17.95, t=6.271, p<0.05; in self-evaluation, the experimental group was 22.48 and the control group was 18.01, t=6.413, p<0.05. In terms of total autonomous learning ability score, the experimental group averaged 88.82 and the control group 71.87, t=7.126, p<0.05. The differences in all dimensions and total scores were significant, and the experimental group had stronger autonomous learning ability.

Table 5: Independent Sample t-test of Each Dimension of Autonomous Learning Ability between Experimental Group and Control Group

Dimension	Group	Mean	SD	t	p	Significance
Plan making	Experimental	21.94	2.61	5.816	0.000	p<0.05
	Control	18.03	2.98			
Strategy use	Experimental	22.07	2.53	6.024	0.000	p<0.05
	Control	17.88	3.04			
Self-monitoring	Experimental	22.33	2.49	6.271	0.000	p<0.05
	Control	17.95	2.96			
Self-evaluation	Experimental	22.48	2.41	6.413	0.000	p<0.05
	Control	18.01	2.87			
Total autonomous learning ability	Experimental	88.82	6.94	7.126	0.000	p<0.05
	Control	71.87	8.21			

The scores of the experimental group in all dimensions of autonomous learning ability are significantly higher than those of the control group (p<0.05). It shows that the OBE-based process evaluation can effectively guide students to take the initiative to make learning plans, rationally use learning strategies, strengthen self-monitoring and self-evaluation, and significantly improve students' English autonomous learning ability through pre-class task tracking, in-class real-time guidance and post-class reflection and review.

ISSN 2663-8169 Vol. 8, Issue 4: 72-80, DOI: 10.25236/IJNDE.2026.080411

6.4. Implementation Effect Feedback

In addition to the quantitative data obtained from tests and questionnaires, qualitative feedback was collected through semi-structured interviews, classroom observations and post-teaching surveys to further verify the practical effects of the OBE-based process evaluation system.

A total of 91% of students in the experimental group agreed that the whole-process evaluation was fairer and more comprehensive than traditional final-exam-centered assessment. They reported that timely feedback and clear evaluation indicators made their learning more targeted and reduced blind review and test anxiety. Meanwhile, 87% of the students stated that the combination of short video materials and process evaluation significantly increased their learning interest, making them more willing to take the initiative to complete listening tasks, participate in classroom interactions and conduct after-class imitation practice.

Classroom observations also revealed obvious improvements in the experimental group. Students showed higher concentration, more active oral responses, higher task completion rate and stronger willingness to communicate. Many students spontaneously adjusted their learning strategies according to weekly process feedback, such as repeating difficult short videos, taking listening notes and actively asking questions in class.

In terms of teaching practice, teachers confirmed that the process evaluation system provided clear and quantifiable evidence of student progress. It facilitated real-time diagnosis of learning difficulties, promoted precise teaching interventions, and helped realize the process of “teaching–learning–evaluation–improvement”. Overall, the integrated model of short video teaching and OBE process evaluation was well accepted by both students and teachers, with strong operability and sustainability in actual college English listening classrooms.

7. Conclusion

The OBE concept can effectively guide the construction of the process evaluation system for short video teaching in college English listening. The constructed four-dimensional evaluation system is scientific, reasonable and operable, and is suitable for promotion in university classrooms. The evaluation system can significantly improve students’ listening performance, learning motivation and autonomous learning ability, with better effect than traditional summative evaluation. Process evaluation realizes the integration of “teaching—learning—evaluation”, promotes the transformation of listening teaching from knowledge assessment to competency output, and adapts to the direction of digital teaching reform.

In the teaching process, teachers should establish the concept of evaluation for learning and normalize and standardize process evaluation. Combined with the characteristics of short videos, teachers should design authentic, interesting and hierarchical listening tasks to improve students’ participation. Teachers should use online platforms to record learning behaviors and improve the efficiency and objectivity of evaluation. Universities should improve the evaluation system and provide policy and resource support for process evaluation.

This study has a limited sample scope and a one-semester experimental period. In the future, the sample can be expanded, the experimental time can be extended, cross-university or cross-major comparative studies can be carried out, the indicator system can be further optimized, and the possibility of intelligent evaluation combined with AI can be explored.

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