

Innovation and Practice of Blended Teaching Mode in Open Universities under the OBE Concept

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Abstract: *The OBE concept emphasizes outcome-oriented, focuses on ability cultivation and learning output. This is highly consistent with the goal of open universities to cultivate applied talents. Therefore, constructing a blended teaching mode based on the OBE concept provides a new direction for the teaching mode reform of open universities. Taking the accounting major of open universities as an example, this paper expounds the application of this mode, including resetting teaching objectives, optimizing the design of curriculum system and implementing the teaching mode. This mode is student-centered, gives full play to the advantages of online and offline, focuses on resource integration and self-construction, and improves students' various abilities. It also looks forward to future research directions, including strengthening learning evaluation, exploring integration methods, promoting teacher development and expanding international cooperation.*

Keywords: *OBE; open university; blended teaching mode*

1. Introduction

The National Open University is a new type of higher education institution that takes promoting lifelong learning as its mission, is supported by modern information technology, and conducts open education nationwide. Open education breaks the limitations of time and space, enabling students to learn anytime and anywhere, providing a more flexible and convenient learning approach for a large number of learners. With the rapid development of information technology, traditional teaching modes are facing some challenges, such as: teaching modes are difficult to meet students' individualized learning needs, lack interactivity, and learning effects are difficult to evaluate. The OBE (Outcome-based Education) concept emphasizes student learning outcomes as the orientation and focuses on cultivating students' practical application abilities and comprehensive qualities. This is highly consistent with the goal of open universities to cultivate applied talents. Moreover, the OBE concept is highly consistent with the learning needs of open education learners. [1]So, combining the OBE concept with the blended teaching mode of open universities provides a new direction for the teaching mode reform of open universities.

2. Theoretical Basis

2.1 Connotation of OBE Concept

OBE (Outcomes-based Education) is a concept proposed and summarized through practice by American scholar Spady [2]. OBE is an educational concept that is outcome-oriented and emphasizes ability cultivation and learning output. It changes the traditional education model that focuses on knowledge imparting and pays more attention to the actual results achieved by students in the learning process. Under the OBE concept, students' learning is no longer just for acquiring knowledge, but for being able to use the learned knowledge to solve practical problems in future life and work to meet the needs of society for talents.

2.1.1 Focus on students' learning outcomes

OBE aims to cultivate students' specific abilities, and this goal is closely combined with social needs. Taking the accounting major of open universities as an example, students should not only master solid accounting professional knowledge, but also have the ability to analyze and solve practical accounting problems, good professional ethics and team spirit. Through learning, students can not only skillfully use accounting software for financial accounting and report preparation, but also provide

accurate financial analysis and decision-making suggestions for enterprises. Under the OBE educational concept, it is no longer limited to the mastery of knowledge of a certain course. It is more clearly defined that the final learning outcome of students is the ability and value pursuit that can be demonstrated in practical work.

2.1.2 Focus on ability cultivation and learning output

Under the OBE concept, teachers promote students' ability improvement and outcome output through carefully designed courses. In course design, attention is paid to the combination of theory and practice to provide students with rich practical opportunities. For example, setting up project-based learning tasks allows students to improve problem-solving abilities, teamwork abilities, etc. in actual operations. At the same time, through clear learning outcome assessment standards, students can clearly understand their learning goals and efforts directions, and inspire them to keep working hard to achieve expected learning outputs.

2.2 Overview of Blended Teaching Mode in Open Universities

Compared with full-time universities, open university teaching has characteristics such as flexibility and remoteness. The blended teaching mode has good adaptability to open universities and provides a more convenient learning approach for a large number of learners. The blended teaching mode combines the advantages of online and offline teaching and improves teaching effects by integrating various teaching resources.

2.2.1 Characteristics of open university students

The student group of open universities is diverse. They come from different age levels, occupational backgrounds and educational backgrounds, and their learning needs are also different. Most students of open universities are in-service personnel. They have the characteristic of prominent conflicts between work and study and expect to be able to repeat learning course content anytime and anywhere. Therefore, the teaching of open universities needs to fully consider students' individualized needs and provide flexible and diverse learning methods and rich learning resources to meet the learning needs of different students.

2.2.2 Characteristics of blended teaching mode in open universities

The blended teaching mode of open universities combines online and offline teaching to give full play to the advantages of both. Online teaching uses the national open university network platform and digital learning resource library to realize learner-centered, web-based and open autonomous learning. Students can learn through the network platform anytime and anywhere, watch teaching videos, participate in online discussions and complete assignments. Offline teaching conducts targeted teaching on key and difficult points of knowledge through forms such as face-to-face tutoring and practical teaching to meet students' individualized learning needs. At the same time, the blended teaching mode also pays attention to the diversification of teaching resources. By using modern information technology and various multimedia technologies such as video, text, audio and animation, it stimulates students' learning interests and concentration and improves learning effects. Through the integration of online and offline teaching resources, students can choose appropriate learning methods according to their own learning progress and needs to improve learning efficiency.

2.2.3 Advantages and challenges of blended teaching mode in open universities

Blended teaching has many advantages in the accounting major. First, teaching resources are abundant. Teachers can fully utilize online teaching resources and self-developed personalized course resources. Second, teaching methods are flexible. Students can preview by watching teaching videos and other forms before class, participate in inquiry-based learning during class, and consolidate and expand knowledge after class. Third, personalized teaching is prominent. Students can master the course learning time schedule according to their own basic levels. However, blended teaching also faces some challenges. For example, the inefficiency of online resource push may lead to students being unable to obtain the required resources in time; classroom teaching and online learning may be disconnected, affecting teaching effects; lack of emotional exchanges between teachers and students may reduce students' learning enthusiasm.

3. Construction of Blended Teaching Mode Based on OBE Concept

3.1 Setting of teaching objectives

The OBE concept emphasizes student learning outcomes as the orientation. Therefore, in setting teaching objectives, student ability improvement should be taken as the core. Combined with the diverse characteristics of the student group of open universities, specific student ability development indicators should be determined. According to different majors' characteristics, ability indicators can be further refined. For example, in the accounting major, indicators such as financial accounting ability, financial data analysis ability, risk management ability and communication and coordination ability can be set. These ability indicators should be measurable so that they can be evaluated and feedback during the teaching process. In order to match teaching objectives with students' needs, before setting teaching objectives, it is necessary to fully understand students' learning needs and expectations. Students' opinions and suggestions can be collected through questionnaires and interviews to understand their career development plans, learning motivations and difficulties. According to students' feedback, adjust teaching objectives to ensure that they can meet students' actual needs. For example, if students generally reflect that they need to improve communication skills at work, then the cultivation of communication skills can be added to the teaching objectives; if students hope to obtain more practical opportunities, then more practical projects and case analyses can be designed to improve students' practical operation abilities.

3.2 Design of teaching content

The design of teaching content should closely revolve around teaching objectives and provide students with rich and diverse learning resources. Selecting appropriate teaching resources is an important link in teaching content design. Teaching resources can be obtained from multiple channels, such as the digital learning resource library of the national open university, online education platforms, academic databases, etc. When selecting resources, consider the quality, applicability and timeliness of resources. At the same time, resources need to be integrated. Resources from different sources should be classified, sorted and optimized to form an organic whole. For example, video tutorials, text materials, case analyses and other resources can be integrated to provide students with a comprehensive and systematic learning resource library. In addition, according to students' learning progress and needs, the combination mode of resources can be dynamically adjusted to meet the individualized learning needs of different students.

In addition to selecting external resources, self-building micro-course resources is also an effective method. Micro-courses have the characteristics of short time, refined content and strong pertinence, and are very suitable for the blended teaching mode of open universities. Teachers can design and produce a series of micro-course videos according to teaching objectives and students' needs, covering key, difficult and hot issues of courses. When making micro-course videos, pay attention to the quality and effect of videos, and adopt vivid teaching methods such as animation demonstration, case analysis and actual operation to improve students' learning interests and participation. At the same time, industry experts and enterprise representatives can be invited to participate in micro-course production to provide students with more abundant learning resources and practical experience. In addition, students can be encouraged to share their own learning resources and experiences to promote exchanges and cooperation among students.

3.3 Implementation of teaching mode

The integration of online and offline is the core of the blended teaching mode of open universities based on the OBE concept. By giving full play to the advantages of online platforms and offline tutoring, teaching effects can be improved.

3.3.1 Providing learning resources and interaction through online platforms

Providing learning resources and interaction through online platforms is an important part of the blended teaching mode. The national open university network platform can provide students with rich learning resources such as teaching videos, courseware and practice questions. Students can learn through the network platform anytime and anywhere. At the same time, the online platform can also provide interactive functions such as online discussions, question answering and assignment submission to promote exchanges and cooperation among students. Teachers can release learning tasks,

organize discussions and correct assignments through the online platform to timely understand students' learning situations and problems and provide students with personalized guidance and support. In addition, the data analysis function of the online learning platform can be used to understand students' learning behaviors and preferences and provide a basis for the optimization of teaching content and the improvement of teaching methods.

3.3.2 Giving full play to the guiding role of offline tutoring

Giving full play to the guiding role of offline teacher tutoring is another important aspect of the blended teaching mode. Offline tutoring can conduct targeted teaching on key and difficult points of knowledge to meet students' individualized learning needs. Teachers can provide students with a more in-depth learning experience through forms such as face-to-face tutoring and practical teaching. In face-to-face tutoring, teachers can adopt teaching methods such as case analysis, group discussion and actual operation to help students understand and master the key and difficult points of courses. At the same time, teachers can also provide students with personalized learning suggestions and guidance according to students' learning situations and problems. In practical teaching, teachers can organize students to carry out activities such as experiments, internships and project design to improve students' practical operation abilities and problem-solving abilities. In addition, offline tutoring can also promote exchanges and cooperation among students and cultivate students' team spirit and social skills.

4. Application of Blended Teaching Mode Based on OBE Concept in Accounting Major Teaching of Open Universities

4.1 Resetting of teaching objectives

According to the OBE concept, determining teaching objectives oriented by students' abilities is a key step in teaching reform. Taking the accounting major of open universities as an example, according to the investigation of the accounting industry, it is found that at present, the requirements of enterprises for accounting personnel are not only limited to traditional financial accounting abilities, but also pay more attention to their financial data analysis abilities, risk management abilities and communication and coordination abilities. When many enterprises recruit accounting personnel, they clearly require candidates to have the ability to skillfully use financial software for data analysis and be able to provide valuable financial analysis reports for enterprises' business decision-making. Therefore, in the setting of teaching objectives for the accounting major of open universities, these actual needs should be taken into consideration and teaching objectives oriented by cultivating students' comprehensive abilities should be determined.

The degree of fit between teaching objectives and accounting career needs is directly related to students' employment competitiveness and career development prospects. Through the analysis of the accounting career market, it can be seen that the teaching objectives of the accounting major of open universities have a high degree of fit with career needs. On the one hand, the data analysis ability, risk management ability and other abilities emphasized in teaching objectives are exactly what enterprises urgently need at present. On the other hand, teaching objectives focus on cultivating students' professional ethics and team spirit, which are also indispensable qualities in the accounting profession. For example, in actual work, accounting personnel need to communicate and coordinate with various departments within the enterprise to jointly complete financial work tasks. At the same time, accounting personnel also need to abide by professional ethics and ensure the authenticity and accuracy of financial information. Therefore, the teaching objectives of the accounting major of open universities can lay a solid foundation for students' career development.

4.2 Optimization design of curriculum system

Based on the OBE concept, constructing a curriculum system suitable for students' development is an important guarantee for improving the teaching quality of the accounting major of open universities. The OBE educational concept is a concept that takes results as the goal orientation, takes students as the center, and uses reverse thinking to construct the curriculum system. [3]First, open universities clarify the abilities and knowledge that students should possess after graduation, and then design the curriculum system according to these goals. Specifically, the curriculum system can be designed in reverse through the following steps: The first step is to determine students' learning outcome goals. We according to the needs of the accounting career market and students' development needs, determine the ability and knowledge goals that students should possess after graduation. The second step is to analyze

the course content required to achieve learning outcome goals. We according to the learning outcome goals, analyze what course content students need to learn to achieve these goals. The third step is to design the curriculum system. We according to the analysis results of course content, design a curriculum system suitable for students' development, including aspects such as course setting, teaching methods and teaching resources. For example, in addition to financial accounting ability, enterprises also require accounting personnel to have financial data analysis ability, risk management ability and communication and coordination ability. Therefore, when optimizing the curriculum system of the accounting major, courses such as data analysis and risk management are added to meet students' ability needs in data analysis and risk management. Secondly, in terms of teaching methods, methods such as case teaching and project teaching are adopted to let students master accounting knowledge and skills in actual operations. In addition, open universities make full use of the network teaching platform to provide students with rich teaching resources and online learning support. Through the implementation of these measures, the curriculum system of the accounting major of open universities is more in line with students' development needs, improving teaching quality and students' comprehensive qualities.

4.3 Implementation of teaching mode in accounting major

4.3.1 Application of online teaching platform

The online teaching platform of the accounting major of open universities plays a crucial role in blended teaching. The platform should have rich functions to meet teaching needs. For example, the platform should provide high-quality teaching videos covering various fields of the accounting major, including financial accounting, cost accounting, management accounting, accounting information system, etc. These videos can meet students with different learning progress and foundations. They can watch, pause and replay at any time according to their own needs to achieve personalized learning. At the same time, the platform is equipped with an online assignment submission and correction system. Teachers can timely understand students' learning situations and give targeted feedback. In addition, the discussion area function is also indispensable. Students can ask questions and exchange learning experiences in the discussion area to promote the sharing and collision of knowledge.

In order to continuously improve online teaching, it is crucial to collect students' feedback on the use of online platforms. Through methods such as questionnaires and interviews, we understand students' views and suggestions on online platforms and take a series of measures. For example: optimize the interface design of the platform to make it more concise, clear and easy to operate; use big data analysis technology to accurately push personalized learning resources according to students' learning records and hobbies. At the same time, we strengthen technical support and training for students to help them better use online platforms for learning.

4.3.2 Organization of offline teaching activities

Offline practical teaching is of great significance in the teaching of the accounting major of open universities. Taking accounting experiments as an example, we can design a series of practical teaching activities. For example, we organize students to conduct accounting simulation experiments and let them conduct actual operations such as financial accounting and report preparation in a simulated enterprise environment. During the experiment, teachers can give students timely guidance and feedback to help them master practical operation skills. In addition, activities such as arranging students without accounting work backgrounds to visit the financial department of enterprises on the spot can be arranged so that students can personally experience the actual process and environment of accounting work. Through exchanges with enterprise financial personnel, students can understand the latest trends and actual needs of the accounting industry and enhance their understanding and understanding of the profession.

Organizing group discussions is an effective way to promote student interaction and learning. In offline teaching of the accounting major of open universities, group discussions can be organized for students according to course content and teaching objectives. For example, when learning financial analysis courses, students can be divided into groups to analyze the financial statements of a certain enterprise and then report and exchange in class. Group discussions can cultivate students' team spirit and communication abilities, and at the same time can also promote the sharing and deepening of knowledge. During the discussion process, teachers can give appropriate guidance and comments to stimulate students' thinking and innovation abilities. In addition, we should make full use of offline classroom teaching to timely solve the problems that occur in students' online course learning.^[4]

5. Conclusion and Prospect

5.1 Research Summary

First of all, the blended teaching model of open universities based on the OBE concept has significant advantages. This mode is student-centered and output-oriented, fully considering students' individualized needs and diverse characteristics. By setting clear ability indicators and teaching objectives, it can better meet students' learning needs and improve students' learning effects and application abilities.

Secondly, the blended teaching mode gives full play to the advantages of online and offline teaching. The online platform provides rich learning resources and interactive functions, enabling students to conduct autonomous learning anytime and anywhere; offline tutoring conducts targeted teaching on key and difficult points of knowledge, meeting students' individualized learning needs. At the same time, it promotes exchanges and cooperation among students and cultivates students' team spirit and social skills.

In addition, this mode also pays attention to the selection and integration of teaching resources and the strategy of self-building resources. By obtaining teaching resources from multiple channels and integrating and optimizing them, a comprehensive and systematic learning resource package is provided for students. At the same time, methods such as self-building micro-course resources also provide students with more abundant learning resources and practical experience.

Finally, through the application case analysis of accounting major, it can be seen that the blended teaching mode based on the OBE concept is helpful to improve students' autonomous learning ability, professional skills, teamwork ability and communication ability, etc., laying a solid foundation for students' future career development.

5.2 Prospect for Future Research Directions

The OBE concept provides reform ideas and basis for the blended teaching model of open education. Future research can be carried out from the following aspects:

First, strengthen the evaluation of students' learning behaviors and learning effects. Technical means such as big data analysis can be used to conduct in-depth analysis of students' learning behaviors, understand students' learning habits and preferences, and provide a basis for the optimization of teaching content and the improvement of teaching methods. At the same time, a more scientific and reasonable learning effect evaluation system should be established to comprehensively evaluate students' learning achievements and ability development.

Secondly, further explore the integration methods of online and offline teaching. With the continuous development of information technology, the integration of online teaching and offline teaching will be closer. In the future, more innovative integration methods can be explored, such as the application of virtual reality technology and augmented reality technology in teaching, to provide students with a richer learning experience.

Thirdly, promote teacher professional development. Teachers are the main body of teaching. Teachers' professional qualities and teaching abilities directly affect teaching quality. The blended teaching mode based on the OBE concept puts forward higher requirements for teachers' teaching abilities and professional qualities. In the future, teacher training needs to be strengthened to improve teachers' information technology application ability, instructional design ability and teaching evaluation ability, so as to better adapt to the requirements of the blended teaching mode.

Finally, expand international cooperation and exchanges. For example, the Open University in the United Kingdom is more experienced in helping teachers prepare for blended teaching capabilities. [5]We can learn from the advanced experience and teaching models of foreign open universities, strengthen international cooperation and exchanges, and improve the teaching quality and international influence of open universities in China.

In conclusion, the blended teaching mode of open universities based on the OBE concept is a teaching mode with innovation and development potential. Through continuous research and improvement, this mode will provide more powerful support for the teaching reform of open universities and the all-round development of students.

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