

Ideological and Political Construction of Macroeconomics Course Guided by OBE Concept

Li Jiang

Jingchu University of Technology, Jingmen, Hubei, China

Abstract: *With the innovation and development of the education field in the 21st century, the OBE concept has received widespread attention and application worldwide. Its core lies in breaking away from traditional content oriented education and shifting towards clear expected learning outcomes, thereby placing greater emphasis on students' practical application abilities and comprehensive qualities. This article aims to explore the application of OBE in macroeconomics courses, with special attention to its integration with ideological and political construction. This study first analyzes the core concepts and characteristics of OBE, clarifying its importance in higher education. Subsequently, an in-depth exploration was conducted on how to integrate OBE with macroeconomics courses, especially in terms of ideological and political construction, and how to effectively integrate them. In addition, this article also explores the practical operational challenges of OBE in macroeconomics courses and proposes some suggestions and solutions. Through this study, we found that OBE can not only provide a more modern and personalized teaching framework for macroeconomics courses, but also provide new perspectives and tools for ideological and political construction. By combining OBE, we can cultivate talents who possess both professional knowledge in economics and a high sense of social responsibility and correct values, making contributions to China's economic and social development.*

Keywords: *OBE; Macroeconomics; Ideological and political construction; Educational innovation*

1. Introduction

With the changes in the field of education in the 21st century, OBE has gradually become a hot spot in educational practice and research around the world. OBE breaks through the traditional content-oriented education mode and attaches importance to students' actual learning achievements, thus bringing innovative perspectives in curriculum design, teaching practice and evaluation mechanism. Macroeconomics, as an important branch of economics, plays a vital role in the current social development and national strategy [1]. Under this background, how to combine the OBE concept with the ideological and political construction of macroeconomics courses has become an important topic in the current higher education research. Traditional teaching methods often pay too much attention to the teaching of subject knowledge and ignore the cultivation of students' practical application ability and comprehensive quality [2]. In modern society, enterprises and organizations need not only economists with solid theoretical knowledge, but also practical talents who can make economic analysis and strategy formulation in combination with actual situations. And OBE can just make up for this shortcoming. By making clear the expected learning results, students can master economic theory and apply it flexibly in practical work and life. Furthermore, ideological and political construction has always been an important part of China's higher education, and its purpose is to cultivate students' sense of social responsibility, national identity and correct values [3]. However, in traditional macroeconomics education, ideological and political construction is often regarded as a separate content from professional education, and there is a lack of effective integration between them. In addition, OBE is not an isolated educational concept, which contains a deep understanding of learning, education and evaluation. For example, OBE emphasizes that learning outcomes include not only knowledge and skills, but also students' attitudes, values and abilities [4]. This coincides with the educational policy of "educating people first" put forward by China in recent years. At the same time, OBE also advocates the change of the role of educators from the traditional "professor" to "guide" and "partner", which helps to form an interactive, open and innovative educational environment [5]. Based on the concept and characteristics of OBE, this paper discusses its application in macroeconomics course, especially its combination with ideological and political construction. We hope that through this research, we can provide a new development path for China's macroeconomic education, and cultivate economic talents with both professionalism and a high sense of social responsibility and correct values

[6]. We hope that through this research, we can provide a new development path for China's macroeconomic education, and cultivate economic talents with professional quality, high sense of social responsibility and correct values.

2. Overview of OBE Education Philosophy

2.1 The Origin and Development of OBE

OBE originated from the Western education reform movement in the 1970s. It emphasizes learning outcomes rather than teaching processes, and its main purpose is to cultivate students with the knowledge, skills, and attitudes required for practical applications[7]. With the increasing attention paid to educational evaluation and quality assurance, OBE has gradually gained recognition globally and is seen as an important means to improve educational effectiveness.

2.2 The core concept of OBE

OBE aims to ensure that all students can achieve the predetermined learning outcomes after completing the course. It differs from traditional teaching methods in the following aspects, as shown in Figure 1.

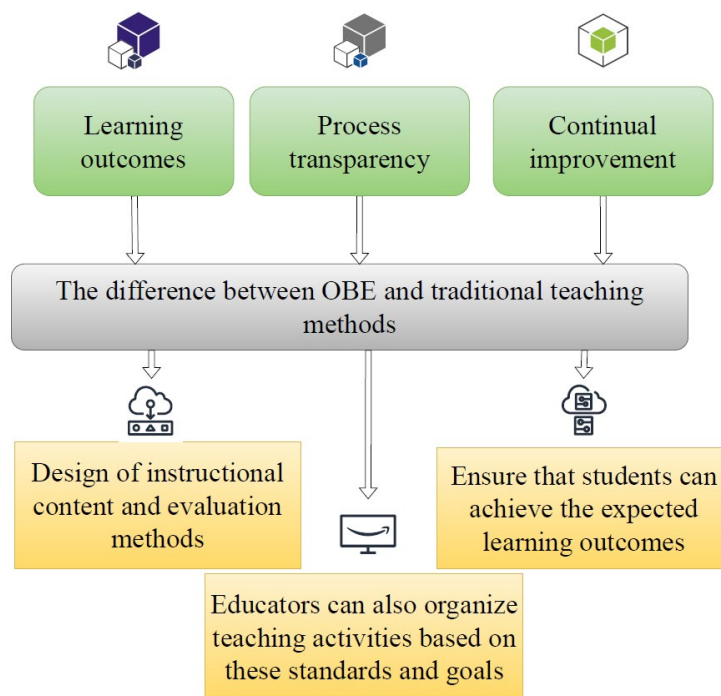


Figure 1: Differences between OBE and traditional teaching methods

Learning achievement is the core of OBE, which defines the knowledge, skills and attitudes that students should master after completing the course or education stage. These achievements are usually clearly listed before the course begins and used to guide the design of teaching content and evaluation methods. In OBE, educators provide students with clear learning paths and expected results, so that students can clearly know the standards and goals they need to achieve, and educators can also organize teaching activities according to these standards and goals [8]. OBE emphasizes continuous evaluation and improvement. Educators will regularly collect data about the realization of learning outcomes, and adjust teaching methods, content and evaluation according to these data to ensure that students can achieve the expected learning outcomes.

2.3 Comparison between OBE and traditional education methods

Compared with the traditional teacher-centered method, OBE pays more attention to students' learning results. This means that in OBE, the role of teachers has changed from "imparting" to "guiding", and the role of students has changed from "receiving" to "participating". In addition, OBE has broken

through the limitation of fixed teaching duration and progress, allowing students to learn according to their own progress and needs, which provides students with more personalized learning opportunities and teachers with greater teaching flexibility [9]. Although OBE provides a new perspective and method for educational reform, it also faces some challenges in practical application. For example, how to accurately define and measure learning outcomes, and how to ensure that all students can achieve the preset learning outcomes. But at the same time, OBE also provides opportunities for educators to deepen educational reform and improve the quality of education.

3. Traditional teaching and ideological and political construction of macroeconomics course

3.1 Characteristics of traditional macroeconomics course

Traditional macroeconomics courses often focus on the introduction of theoretical frameworks and models, such as IS-LM model, AD-AS model and long-term growth model, as well as the assumptions and derivation behind these models. In traditional teaching, teachers often play the role of "imparting knowledge", classroom teaching is the main teaching means, and students often play passive recipients [10]. Although macroeconomics has a wide range of practical applications, in traditional courses, theoretical analysis and practical application of economics are often separated, lacking practical case analysis and in-depth thinking.

3.2 The Application and Limitation of Ideological and Political Education in Macroeconomics

In the past, macroeconomics courses in higher education often overlooked the integration of ideological and political education. However, in recent years, with the advancement of educational reform, more and more people have realized that economics education should not only impart professional knowledge, but also cultivate students' values, worldviews, and ideological concepts. Integrating ideological and political elements into macroeconomics education can be achieved through various methods. For example, through case analysis, ask students to reflect on the value orientation and social goals behind economic policies; Through group discussions, guide students to delve into economic issues and analyze them in conjunction with socialist core values. However, simply adding ideological and political education to economics courses is not enough. It needs to be organically integrated with economic knowledge, otherwise there may be a "separation" between ideological and political education and economics, leading to students' resistance to ideological and political education. The traditional teaching method of macroeconomics courses has certain limitations in terms of content, methods, and objectives. In order to better adapt to the current educational reform and social development needs, we need to rethink the goals and methods of macroeconomic education, especially how to organically integrate ideological and political education into it, and cultivate economic talents with both professional literacy and correct values.

4. Ideological and Political Construction of Macroeconomics Curriculum under the OBE Concept

4.1 Development of course objectives and learning outcomes

Under the guidance of OBE, the design of macroeconomics courses first needs to clarify the expected learning outcomes. These achievements not only include professional knowledge and skills, such as understanding macroeconomic indicators and analyzing economic policies, but also include values, worldviews, and critical thinking related to ideological and political construction. Based on expected learning outcomes, educators can choose corresponding teaching content and methods. For example, in order to cultivate students' ability to analyze economic policies, cases related to the current social, political, and economic situation can be added; In order to cultivate students' ideological and political concepts, discussion topics and group activities related to socialist core values can be designed. Under the framework of OBE, evaluation is not only a detection of students' learning outcomes, but also an important means of feedback and adjustment of teaching methods and content. Through regular evaluations, educators can understand students' mastery of macroeconomic knowledge and ideological and political concepts, thereby continuously improving teaching.

4.2 Integration and Adjustment of Macroeconomics Course Content

Under the guidance of the OBE concept, the ideological and political construction of macroeconomics courses can be effectively promoted. By clarifying the expected learning outcomes, selecting appropriate teaching content and methods, and conducting continuous evaluation and feedback, we can cultivate talents who possess both macroeconomic knowledge, correct values, and a sense of social responsibility. This chapter integrates and adjusts the content of the macroeconomics course, mainly improving from three aspects, as shown in Figure 2.

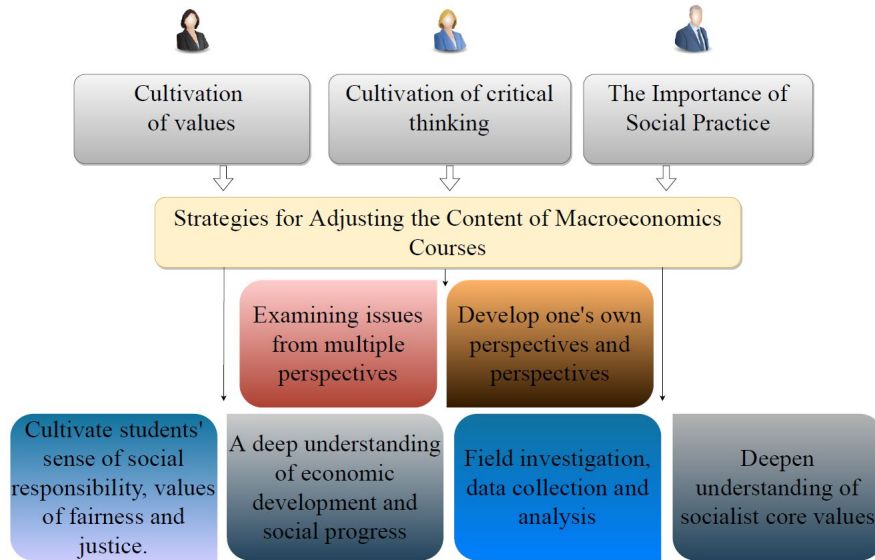


Figure 2: Strategies for Adjusting the Course Content of Macroeconomics

The learning outcomes emphasized by OBE are not only knowledge and skills, but also attitudes and values. In macroeconomics education, it is possible to combine the current social, economic, and political backgrounds to cultivate students' sense of social responsibility, values of fairness and justice, as well as a deep understanding of economic development and social progress. Under the guidance of OBE, macroeconomics education can place greater emphasis on cultivating students' critical thinking abilities. Through in-depth analysis of economic models and policies, students can learn to examine problems from multiple perspectives, critically think about economic knowledge, and combine the content of ideological and political construction to form their own views and perspectives. OBE emphasizes the practical application of learning outcomes, which provides opportunities for macroeconomic education to integrate with social practice. Students can combine their knowledge with practice through activities such as on-site investigation, data collection and analysis, policy formulation and implementation, while deepening their understanding and experience of socialist core values.

4.3 Reform and innovation of teaching methods

For the shortage of educational resources, the implementation of OBE needs a lot of educational resources, such as textbooks, cases, teaching tools, etc., which is a challenge for many universities. To change the role of educators, under the guidance of OBE, the role of educators has changed from "imparting" to "guiding", which requires educators to continue learning and self-improvement. The difficult problem of evaluation is how to accurately evaluate students' learning achievements, especially their attitudes and values related to ideological and political construction. With the deepening of education reform, the combination of OBE and ideological and political construction has been paid more and more attention, which provides a new development direction for colleges and universities. Give support to technology. Modern technologies, such as artificial intelligence, big data and online education, provide strong support for the implementation of OBE, making education more personalized, flexible and efficient. Finally, driven by social demand, today's society has a strong demand for talents with both professionalism and correct values, which provides a broad space for the application of OBE in macroeconomic education.

5. Conclusions

With the transformation of global education trends, the application of OBE concepts in higher education has become increasingly important. In the course of macroeconomics, OBE not only provides modern and personalized updates to traditional educational methods, but also provides new frameworks and tools for ideological and political construction. In macroeconomics courses, this means that we not only need to cultivate students' economic theory and analytical abilities, but also that compared to traditional content oriented teaching methods, OBE places more emphasis on students' practical application abilities and comprehensive qualities. Secondly, the combination of OBE and ideological and political construction provides a new direction for macroeconomics education. By combining socialist core values, economic development goals, and social responsibility, we can cultivate economic talents with both professional literacy and correct values. This not only meets the needs of society, but also helps to promote the healthy and sustainable development of China's economy. Overall, the OBE concept provides strong support for the ideological and political construction of macroeconomics courses. By clarifying the expected learning outcomes, selecting appropriate teaching content and methods, and conducting continuous evaluation and feedback, we are expected to cultivate a group of economics talents who possess both professional economic literacy, high social responsibility, and correct values, making positive contributions to China's economic development and social progress.

Acknowledgement

This paper is supported by the teaching and research project of Jingchu University of Technology: Ideological and political research on macroeconomics based on OBE concept (JX2023-045)

References

- [1] Jiang H, Cao Y. *Research on the ideological and political construction of macroeconomics course under the background of high quality development of Higher Education*[J]. *E3S Web of Conferences*, 2021, 251(6):02016-02021.
- [2] Liqun Z. *Study on the Reform of Ideological and Political Education in the Course of Macroeconomics*[J]. *Foreign Economic Relations & Trade*, 2021, 19(4):24-28.
- [3] Wanzong Wu, Ruijiao P. *Application of "Comparative" Case Teaching Method in Ideological and Political Construction of Curriculum*[J]. *The Theory and Practice of Innovation and Entrepreneurship*, 2022, 30(19):38-42.
- [4] Xiying Lu. *Research on the Innovation of Ideological and Political Education in the Period of Social Structure Transformation*[J]. *Journal of Heilongjiang College of Education*, 2019, 34(16):18-22.
- [5] Lingling X, Jianing C, Tong L, et al. *Research on the Construction of Network Ideological and Political Education System Based on the Network Community in Colleges and Universities*[J]. *Education Teaching Forum*, 2019, 18(6):22-25.
- [6] Li C, Shi Y. *On the Ideological and Political Construction of Teachers' Curriculum in Higher Vocational Colleges—Take the Course "Feature Film Creation" as an Example*[J]. *OALib*, 2021, 24(7):10-17.
- [7] Mingzhong Hu. *Discussion on the Method Innovation of College Students' Ideological and Political Education in the New Era*[J]. *The Theory and Practice of Innovation and Entrepreneurship*, 2019, 28(11):26-30.
- [8] Chao W. *The Construction and Innovation of Ideological and Political Theory Course System in Higher Vocational Colleges* [J]. *Journal of Tianjin Vocational Institutes*, 2019, 26(14):31-36.
- [9] Yang Y, Jin H. *Discussion on the Discourse Innovation of Network Ideological and Political Education in Universities*[J]. *China Educational Technology*, 2018, 20(6):17-21.
- [10] Yinping H. *Research on the Construction of Practical Educational Community of Ideological and Political Education in Colleges and Universities*[J]. *Journal of Baotou Vocational & Technical College*, 2019, 11(4):12-15.