

Enterprise Sand Table Simulation and Case Analysis Based on OBE Concept Teaching Innovation Analysis

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Abstract: OBE is an educational concept that emphasizes the final learning outcome and is result-oriented, and in the goal of cultivating application-oriented undergraduate talents, cultivating talents who are competent for the needs of the post is the embodiment of "output". Based on the students' learning output, the author puts forward four aspects of teaching innovation based on job demand-oriented, integration of course ideology and politics and teaching, segmented talent training, and application of information-based teaching methods for the course "Enterprise Sand Table Simulation and Case Analysis", and analyzes the effect of teaching innovation. The analysis results show that teaching innovation makes students goals achieve a higher degree, and provides reference ideas for innovation and entrepreneurship courses in economics and management.

Keywords: OBE; Corporate Sand Table Simulation Course; Teaching Innovation

1. Introduction

OBE education concept, also known as achievement-oriented education, advocates a student-centered teaching mode, adopts reverse thinking mode to tap students potential, promote students all-round development, and optimizes the education process through continuous evaluation and feedback. Enterprise sand table simulation course is a practical training course offered by most economic and management majors. With the help of intuitive sand table disk, it is an experiential teaching method for students to experience the process of enterprise operation. Through classroom practice, students can experience the application of professional theoretical knowledge, effectively connect knowledge and action, and then reflect the final effect of learning^[1].

2. Academic Situation Analysis of the Course of "Enterprise Sand Table Simulation and Case Analysis"

2.1. Analysis of Teaching Content- -Teaching Content Focuses on Practice over Theory

"Enterprise sand table simulation and case analysis" course formerly known as "enterprise sand table simulation experiment", before the teaching content to business training mode, lack of comprehensive theory support, more courses opened in tube professional junior next semester, students learn the biggest problem is how to better simulation against management practice and professional theoretical knowledge. Students often only know their name and do not know its meaning, and cannot understand the deep theoretical knowledge of enterprise management, which affects students mastery of relevant knowledge and the improvement of practical ability, which will affect students enthusiasm for learning, so that students expectations of the course decline.

2.2. Analysis of Teaching Activities- -The Effect of Practical Training in Different Majors Varies Significantly

The teaching goal of the enterprise sand table simulation course is to make students understand and master the necessary management rules and means through the simulation of enterprise operation, and the cultivation of this comprehensive experiential learning ability needs to be guided by key points. Students often lack the ability to summarize knowledge, and are faced with "gathering" groups. They tend to form an entrepreneurial team with familiar professional students. In the operation process, they realize the need to hire a foreign financial or marketing director as a team member. The theoretical basis of students in different majors is different, so the effect of practical training in different classes is obvious.

2.3. Teaching Evaluation and Assessment Analysis- -Business Results Based on Process Results of Team Members are Less Differentiated

In the past, the course performance was only judged based on the results of short-term business performance. Business performance is the embodiment of the management ability of the entrepreneurial team, and it is more important to review and analyze the strategic decision, production plan and order acquisition in the business process. In addition, this course is a confrontation for students to form a team to complete the electronic sand table between groups. It is difficult to distinguish the contribution of the members in the business performance, and it is difficult to play a constraint role on the students, so there is the problem of low participation of individual members in the group. According to the phased performance of the team (such as decision results and business performance), performance evaluation indicators for each team member should be provided, along with data support for the performance of members in the same group, as well as self-evaluation and the overall evaluation of the team. This is conducive to promoting the formation of team cohesion.

2.4. Analysis of Knowledge Improvement in Teaching- -Sand Table Teaching Lacks Comments on Classic Case Analysis

In the previous enterprise sand table courses, after students experienced group confrontation, they focused more attention on business performance ranking and scores, and not enough links to professional theoretical knowledge. At this time, teachers need to teach students combined with the classic cases in the sand table simulation, and timely guide students to realize that managers should view the operation and decision-making of enterprises from the height of strategic management, so as to realize the transfer from theory to practical application to achieve the improvement of knowledge.

2.5. Ideological and Political Analysis of Courses in Teaching- -Lack of Content Integrated With Ideological and Political Affairs

The traditional ERP sand table course lacks the in-depth exploration and integration of ideological and political elements. In fact, many ideological and political contents can be integrated with the sand table simulation course, such as the patriotic spirit of responsibility, the contract spirit of honesty and law-abiding, and the striving spirit of pursuing excellence.

3. Teaching Innovation Path of the Course of "Enterprise Sand Table Simulation and Case Analysis" Based on OBE Output-oriented Theory

3.1. Introduce the Teaching Mode Centered on Cultivating Students Ability of Job Demand

In the training program, the ability goal of practical training courses is designed based on the market demand, and the "output" in the teaching in the OBE concept can be defined as the purpose of teaching to enable students to meet certain ability requirements. Therefore, the teaching plan should correspond to the market demand requirements, and the two support each other. Behavioral learning method advocates creating the teaching method of "integration of knowledge and practice". As one of the channels of talent training, colleges and universities should focus on how to train qualified talents to meet the market demand in teaching, and the establishment of practical training courses can effectively connect knowledge and practice, and then reflect the purpose of "output". Through the enterprise sand table training course, students can deeply understand the meaning of "knowing to doing (knowing to doing) - -doing to fit (immersive experience) - -to unity (self-value shaping and innovation)" in the "unity of knowledge and action".

In order to achieve the "output" of the talent training goal to meet the demand of market positions, and shorten the distance between students between campus and work, the course has carried out the following teaching innovation.

3.1.1. Innovation of Teaching Objectives.

The teaching objectives should be consistent with the training objectives of application-oriented undergraduate talents in economic management. In the past, the teaching objectives of enterprise sand table focused on allowing students to understand the whole operation process of discrete enterprises and improve their practical skills through the practice of enterprise practical operation. The training objectives of OBE output - oriented "Enterprise Sand table Simulation and Case Analysis" are as follows:

on the one hand, being enterprise - demand - oriented and focusing on the cultivation of professional ability, so that students can better integrate the theoretical knowledge learned, understand and master the necessary management rules and means, and quickly adapt to the requirements of the society for students; on the other hand, aiming at the goal of cultivating students' independent thinking and innovation ability, and developing the good habit of analyzing and solving problems.

3.1.2. Innovation of Teaching Content and Methods.

In terms of teaching content and methods, innovative thinking and entrepreneurial scenarios are introduced, and the enterprise sand table simulation platform is used to combine campus practice with off-campus practice, integrate the professional knowledge of students majoring in economics and management, and the entrepreneurial thought is rooted in the enterprise sand table simulation and confrontation classroom. First of all, the entrepreneurial team writes a business plan based on the knowledge accumulation of professional courses and market research of professional courses, makes PPT, teaches the entrepreneurial intention to other entrepreneurial teams, discusses the feasibility of the project, and finally decides whether to adopt and implement the project plan through voting. Secondly, the productive project of the business plan is simulated on the ERP sand table platform to verify the feasibility of the project, and cultivate the strategic planning ability, operation and management ability and teamwork consciousness of the entrepreneurial team. In the off-campus practice link, by leading the entrepreneurial team to the enterprise to observe, experience and apply, they can have a deep understanding of the ideas, rules, plans and implementation in the process of enterprise management, stimulate the innovation and entrepreneurship consciousness and quality of the team members, and improve the students self-thinking ability.

3.1.3. Innovation of Teaching Activities.

According to the enterprise sand table course and the characteristics of students, the teaching content and mode of ERP theory and practice are systematically planned in the course setting. Change past heavy practice theory and theory practice separate teaching mode, adjust the teaching content and theory and practice teaching arrangement, establish "simulation practice, reflection summary, theory penetration, case analysis" four type teaching coupling mode, the formation of enterprise sand table practice teaching and case teaching coupling mechanism, improve the actual teaching effect.

3.1.4. Innovation of Teaching Evaluation.

To innovate the course assessment system of Enterprise Sand Table Simulation and Case Analysis, and combine learning process evaluation with result assessment. The score consists of three parts. (1) the ranking results between groups. At the end of operation, each group determines the results according to the system ranking.(2) Contribution rate. In order to objectively reflect the contribution degree of the team members to the enterprise of the group, the course group designed the key performance index KPI for each team member, which provided data support for the differentiation of the performance within the same group.(3) Normal performance, this part of the score is a comprehensive performance score, mainly including students attendance, online resources learning situation, chapter tests, group tasks, topic discussion, and the writing of experimental reports.

3.1.5. Teaching Reflection.

Every semester, teaching reflection after class. First, a real-time course feedback mechanism should be established to make timely targeted analysis according to the problems reflected in students practice and learning process. Constantly improve the curriculum design and implementation plan, to adapt to the characteristics and requirements of students learning under the new situation. Second, set up the enterprise sand table simulation community, and carry out regular activities, so that the students with high interest in learning can keep the continuity of the course learning, and get more exercise in their spare time. Collect and sort out the difficult problems in students learning through community activities after class, which is convenient for teachers teaching to be more directional and carry out step by step. Third, the implementation of class competition to promote the learning, after the end of the course, the enterprise sand table simulation competition, the sand table competition content, formulate the competition plan, mobilize the enthusiasm of students to participate, enhance the learning enthusiasm and practical ability; the representative problems of the competition into the course, into the classroom teaching, reference to the actual situation of the competition, timely grasp the students learning status, adjust the later course teaching timely, and improve the course teaching effect^[2].

3.2. Deep Integration of Ideological and Political Courses and Teaching

First of all, integrate the curriculum ideological and political module into the curriculum specification. Before the start of each semester, the teaching team will discuss the course specifications and timely supplement the knowledge points that need to be updated in the original specifications. Secondly, the content of the teaching process time to optimize and adjust, and then in the teaching of each knowledge point, the ideological education elements into the course teaching, for example: simulation operation in the second year of the most prone to default, the enterprise encountered difficulties easy to take a shortcut, then put forward the integrity of the fourth year simulation operation enterprise situation began to improve, thought easy to slack, promote rich thinking, industrial country just play incentive role^[3]. At the same time to improve students practical ability to help students to form a correct outlook on life and values, correct professional attitude, improve students professional quality and ability.

3.3. Establish the Mixed Teaching Means of Offline Teaching and Online Information Technology Support of "Enterprise Sand Table Simulation and Case Analysis" Based on the Cloud Platform

Experimental teaching based on cloud platform can well show the advantages of "Internet + education". First, based on the school-enterprise cooperation, the cooperative units open the business platform to the school, give the teachers the students login the platform remotely through the account created by the teacher, reflection and evaluation; finally, arrange online and offline combination according to the different contents in teaching. This unlimited time limit, student-centered, multiple communication between teachers and students, to achieve the realization of knowledge transmission, communication and interaction between teachers and students, students and students^[4].

4. "Enterprise Sand Table Simulation and Case Analysis" Course Teaching Innovation Effect Analysis

Table 1: Comparison of OBE courses for students majoring in marketing and accounting

Curriculum assessment information	Professional / grade	Course objective support link	Normal score (40%)			Test result (60%)			General evaluation of course results
			Attendance (80%)	Class performance (20%)	amount to	Practical Training Report (30%)	Intergroup confrontation (70%)	amount to	
			Target score	80	20	100	30	70	
	Marketing level 20	The average student score	78.07	12.14	90.21	23.76	49.16	72.91	good
	Marketing level 21	The average student score	79.26	14.83	94.09	23.46	49.65	73.11	good
	Accounting level 20	The average student score	77.69	12.12	89.81	23.19	48.12	71.31	secondary
	Accounting level 21	The average student score	79.55	14.12	93.77	22.46	51.89	74.36	good

Table 2: Analysis and comparison of the courses of grade 20 and Grade 21 students of marketing major

The course group makes a self-assessment of the course achievement degree	Achieve the goal	Evaluation content	Target score	The average student score		Achieving the results	
				Marketing level 20	Marketing level 21	City camp level 20	City camp level 21
				To achieve the degree goal 1	Attendance (80%)	80	78.07
Class performance (20%)	20	12.14	14.83				
Practical Training Report (30%)	30	23.76	23.46				
To achieve the degree target 2	Intergroup confrontation (70%)	70	49.16	49.65	0.7	0.71	
The overall achievement of the course was achieved			100	good	good	0.8	0.81

OBE concept emphasizes the educational concept of "student as the main position", shifting from the traditional "teacher-centered" to "student-centered", emphasizing the determination of students expected learning results, the way to achieve the expected results and the evaluation of the achievement degree, and paying more attention to students participation and students enthusiasm. According to the actual enterprise sand table simulation teaching, curriculum revised the OBE version of the enterprise sand table

simulation course syllabus, the revised outline in the diversity of students learning process evaluation, not just to submit the training report a link to examine students, at the same time after the course of classroom teaching course target analysis^[5].

Practice teaching, the author of economic management college marketing professional undergraduate level 20 and 21, accounting level 20 and 21 four classroom do two comparative analysis, found that based on the concept of OBE course teaching target attainment, marketing professional target attainment from level 200.8 to 21 of 0.81, accounting professional from level 200.79 to 210.82, as shown in Table 1, Table 2, Table3:

Table 3: Analysis and comparison of grade 20 and Grade 21 students in accounting major

	Achieve the goal	Evaluation content	Target score	The average student score		Achieving the results	
				Accounting level 20	Accounting level 21	Accounting level 20	Accounting level 21
The course group makes a self-assessment of the course achievement degree	To achieve the degree goal 1	Attendance (80%)	80	77.69	79.55	0.86	0.88
		Class performance (20%)	20	12.12	14.21		
		Practical Training Report (30%)	30	23.19	22.46		
	To achieve the degree target 2	Intergroup confrontation (70%)	70	48.12	51.89	0.69	0.74
	The overall achievement of the course was achieved			100	secondary	good	0.79

From the two professional four classroom students classroom evaluation results, students of curriculum innovation teaching effect is higher, the target attainment degree, students feedback mentioned in the use of the class teaching, the diversity of course evaluation are greatly improve their learning enthusiasm and learning initiative, the use of information teaching means makes students get more abundant open teaching resources, improve the interaction between teachers and students inside and outside the classroom.

This course innovation realizes the student-centered, and realizes the deep integration of practice course and theory course through the combination of cases. At the same time, the integration of competition course also stimulates the students entrepreneurial thinking. Through the enterprise sand table simulation course, students have a certain degree of cognition and understanding of the ERP system thinking and the digital operation of the enterprise, which strengthens the confidence to cultivate themselves into application talents aiming at the "output" job demand.

5. Conclusion

Main conclusions can be drawn from this work, as follows, the cultivation of talents in colleges and universities should conform to the state of social development and the requirements of the times, and under the guidance of goals, make full use of the OBE concept in course teaching, reverse design teaching objectives, teaching content and teaching evaluation, etc., and deeply integrate discipline competitions and internship practice activities into course teaching, so as to improve students' comprehensive literacy. Based on the students' learning output, this paper proposes four aspects of teaching innovation based on job demand-oriented, integration of course ideology and politics and teaching, segmented talent training, and application of information-based teaching methods for the course of "Enterprise Sand Table Simulation and Case Analysis", and analyzes the effect of teaching innovation. The analysis results show that teaching innovation makes students' goals achieve a higher degree, and provides reference ideas for innovation and entrepreneurship courses in economics and management.

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