

Blended Teaching Reform of Macroeconomics Course Based on OBE

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Abstract

This paper mainly deals with the current teaching status of macroeconomics, Because the traditional teaching mode is generally teacher-centered, which leads to students learning initiative and enthusiasm is not high. Therefore, this paper proposes blended Teaching Reform of macroeconomics course based on OBE. The reform of macroeconomics teaching is carried out from the teaching objectives, teaching design and assessment system, in order to fully mobilize the enthusiasm of students in class, and improve students' learning efficiency, Finally enhance the teaching effect of macroeconomics course.

Keywords

Macroeconomics course; Blended Teaching; Teaching Design.

1. Introduction

Outcome-Based Education (OBE) idea was proposed by Spady in 1981, which has been universally recognized and widely used. This ideaholds that educators should set students' learning outcomes in advance when designing and implementing teaching, and help students to achieve their due learning outcomes through scientific and reasonable teaching process, that is, to achieve curriculum teaching objectives through backward design. OBE is one kind of education idea, which can be combined with a variety of teaching and assessment tools to achieve the teaching objectives. OBE idea is to reverse design the teaching process based on learning outcomes, and through the evaluation system to check its completion degree. Combine this concept with blended teaching can effectively improve teaching quality.

As the core course of economic management majors, macroeconomics can not only cultivate students' economic literacy and logical thinking ability, but also lay a foundation for the study of relevant economic management majors. Under the guidance of OBE idea, this paper strengthens the construction of macroeconomics curriculum, pays attention to the cultivation of students' logical thinking ability, and combines students' own development needs to formulate curriculum syllabus, plan, curriculum design and evaluation criteria in line with the training of applied talents, so as to finally realizes the goal of macroeconomics curriculum supporting the training of economic and management professionals.

2. Literature Review

With the promotion of blended education model, some scholars combine the concept of OBE with blended teaching and carry out the design of blended teaching surface model based on the concept of OBE. Bai Jing et al. (2017) based on the talent training needs of the "Internet +" era, guided by the concept of OBE and constructive postmodern philosophy, and comprehensively applied the interpretive structure model and other methods to construct the resource structure model of open online courses based on the concept of OBE and applied it in practice [1]. Yin

Ming (2017) took the Social Psychology Research course in higher vocational education as a pilot, explored how to effectively implement the curriculum teaching based on the expected learning achievements through the application and reform of the results oriented education theory, including the innovation and reform of the original teaching concept, resorting out the implementation steps of the curriculum teaching around the learning achievements, proposing the 5A3R curriculum teaching implementation mode, and investigating the teaching reform effect from the perspective of students[2]. Su Peng and Li Manli (2018) introduced the confusion and ideas in the construction of general education curriculum in Tsinghua University, and suggested that universities should introduce OBE framework and capability-oriented curriculum design concept as a choice in the initial construction of general education, which is helpful to clarify the logical and structural relationship between the orientation of university general education in undergraduate education and general education curriculum [3]. Chen Juan et al. (2020) adopted the results-oriented teaching model to explore and practice the teaching reform of artificial intelligence curriculum, and took the chapter "Artificial neural network" as a teaching case to analyze and discuss the role of results-oriented teaching reform [4]. Shen Tien and Zhang Siliang (2021) believe that achievements should have three characteristics: first, "achievements" centered on students' development, learning experience and learning effect; Second, the "achievement" is represented by the degree of appearance, that is, the "achievement" must be clear, clear, understandable and acceptable. Third, "outcomes" must be quantifiable, that is, clearly focused on students who can reach their peak outcomes after a learning experience. Specifically, evaluation indicators should be analyzed and measured according to the specific requirements of graduation [5]. Zou Wen and Shi Shuqiong (2021) take the course "Foreign Secretary Practice" as an example to conduct research and practice on the results-oriented "SPOC+ Flipped classroom" teaching model. The results show that this teaching model can improve the classroom learning effect, enhance students' autonomous learning ability, and help students realize self-innovation and quality reconstruction [6]. Wang Xueqing (2021) explores the teaching reform mode of Economics based on the results-oriented teaching concept, aiming at the curriculum characteristics and existing problems in the teaching of Economics, and puts forward reform ideas in three aspects: teaching design, teaching methods and teaching assessment [7]. Zhao Jiawei (2021), based on OBE theory, reconstructed a new mixed teaching model from three aspects: teaching objectives, teaching resources and curriculum evaluation system [8]. Wang Zhanguang et al. (2022) reformed the traditional teaching mode and teaching evaluation mechanism of Fundamentals of Steel Structure from the perspective of results-oriented concept in view of existing problems in the teaching process, reconstructed the course teaching mode, and constructed a multi-approach and multi-level evaluation mechanism with three approaches, five methods and seven aspects [9]. Zhou Guangxia (2022) took microeconomics course as an example, integrated OBE education concept into blended teaching mode and optimized teaching design from the key elements of expected learning outcomes, teaching preparation, teaching design, evaluation and feedback on the realization of expected goals [10]. Qiu Li et al. (2022), relying on the teaching concept of OBE, constructed the blended teaching model of MOOC+SPOC and the dynamic evaluation index system, and conducted a practical analysis of the application of the blended teaching model based on the teaching platform of Learpass and Tencent Conference in the bilingual teaching of "financial management" [11]. Dong Huan (2022) discussed the effective combination of OBE and blended teaching, and took the tax payment practice course as an example to build a multi-level and diversified evaluation system combining online and offline [12]. These studies show that it is feasible to combine OBE concept with mixed teaching mode, and such combination will help improve students' autonomous learning ability, and improve the quality and effect of classroom teaching.

3. Current Situation of Macroeconomics Teaching

Macroeconomics mainly include effective demand theory, IS-LM model, aggregate supply and aggregate demand model, unemployment and inflation, economic cycle and economic growth, etc., which plays a cornerstone role in the course system of economic management. At present, there are still some problems in the course of macroeconomics teaching.

3.1. Large and complex theoretical knowledge system

Macroeconomics is a course with strong mathematical logic, with closely connected chapters and interlinked economic models. Take the determination of national income as an example, the simple national income determination model is derived based on the equilibrium condition that the total social demand is equal to the total output under the condition that the price level remains unchanged and the external investment is given. When investment depends on interest rate and money market is introduced, equilibrium national income is determined by IS-LM model. On the basis of IS-LM model, we continue to release the constraint of constant price, introduce factor market, and discuss the national income and price level when product market, money market and labor market are in equilibrium at the same time under the condition of variable price. In this process, the effects of macroeconomic policies, the transmission mechanism of fiscal policies and monetary policies, and the size of their effects are also interspersed. As the knowledge points involved are logical and coherent, students are required not only to maintain high concentration in class, but also to review after class. If students don't review in time, it is easy to fall behind the progress of the class. Students want to listen but can't understand, over time, eventually lose interest and motivation.

3.2. Passive learning

At present, macroeconomics courses still adopt a teacher-oriented teaching mode, that is, the indoctrinated exam oriented education mode in which teachers give priority to teaching in the classroom and exercises test is supplemented after class, which makes students' free discussion and interaction almost zero. Macroeconomics studies the activities of the whole national economy, and many theoretical models can explain the economic phenomena in the real society. Teachers are also used to explaining knowledge points by combining theory with practice, which makes it difficult for students to take initiative. They just need to listen with their ears.

3.3. Simple evaluation method

A student's grade is made up of two parts: the regular grade and the final exam grade. The regular grade is generally assessed by the teacher and depends on the student's attendance, performance in class and completion of homework. The final examination results generally occupy a large proportion of the total score, take the form of closed book examination, the questions are mostly from the textbook matching exercise books. The difficulty of the paper is not high, so that most students can pass the exam by reviewing two weeks before the exam, which results in some students' attitude to study is not serious, take a perfunctory attitude.

3.4. Uneven learning fundamentals

In the education system with the separation of arts and science, due to economic management major enrollment regardless of arts and sciences, students majoring in economic management have different learning bases. This is particularly evident in the students' mathematical foundation. To learn macroeconomics well requires students to have a certain mathematical foundation and analyze various economic phenomena by establishing abstract models and deducing formulas. If you do not have a solid foundation in mathematics and do not know the principle of model derivation, you will not be able to understand the relationship between variables, and there will be problems that you cannot keep up with the pace of teaching, which will seriously discourage students from learning.

4. Blended Teaching Reform Based on OBE

4.1. Necessity and feasibility

With the advancement of information technology and the implementation of the concept of intelligent education, and the rise of online course software such as MOOCs, Tencent Class, Super Star Learning, and Wisdom Tree, etc., combined online and offline teaching mode has been widely used. Blended teaching mode refers to the teaching mode that integrates the advantages of traditional face-to-face teaching and offline teaching with the online teaching of modern information technology. By giving full play to teachers' role of guidance, monitoring and doubt solving in the three stages before, during and after class, students' active initiative in learning has been greatly mobilized.

The popularization of higher education enables more people to get educational opportunities. The higher the popularization, the closer the higher education is with the economic and social development, and the more diversified the demand for talents in the society. The enrichment of talents connotation puts forward new requirements for the cultivation of talents in colleges and universities. Blended teaching model fits the learning characteristics of students in the information age, but whether it can achieve the goal of talent training is still uncertain. The reasons are as follows: First, blended teaching is highly dependent on students' autonomy and lacks supervision. Blended teaching gives students more time and space for independent study, which also means that students have more freedom. However, with the increase of blended teaching courses, it will also increase students' extracurricular learning pressure and occupy their extracurricular time. Students' completion of learning tasks is significantly decreased, and there are differences in the completion degree of learning task categories. They tend to be more related to the visual category than the hands-on category. In addition, online learning lacks interaction with teachers, who cannot grasp whether students' learning tasks are completed independently after self-study, or after consulting materials or even by copying. At the same time, when students encounter problems in the process of self-study, they cannot be analyzed in time. When the above problems occur, it is easy to lead to low learning efficiency and low enthusiasm of students. Second, teachers can not meet the needs of students' personalized development. The development of offline teaching needs to be based on students' online self-examination. If the students' self-test is good and they have basically mastered the knowledge point, the teacher can flip the class and ask the students to explain the important and difficult parts on the stage, so as to test the students' mastery of the knowledge, exercise their expression ability and play the role of response. Since the content of self-test is mostly exercises corresponding to knowledge points, and has standard answers. There is some moral hazard in this process, after all, teachers cannot guarantee that every student will complete the test independently. In class presentation, the representatives of the group are usually sent to report and speak, so the teachers cannot grasp the participation of all students, nor can they understand the harvest of students' participation. Thirdly, the content of blended teaching is fragmented, which makes it more difficult for students to construct subject knowledge system. Therefore, after the introduction of blended teaching mode, teachers should further optimize the teaching design.

OBE concept emphasizes that the achievement of talent training objectives can be measured by the evaluation of students' learning achievements, which is also an effective evaluation of teaching quality. It insists on "student-centered", focusing on the achievement of students' learning ability and learning outcomes. It emphasizes that teaching design should focus on the realization of learning outcomes and the cultivation of vocational ability, rather than the simple accumulation of knowledge and "exquisite" retelling or rote teaching materials or teachers. According to the concept of teaching design, teachers need to use a variety of methods and various means to fully mobilize the enthusiasm of students. The OBE concept can be combined

with a variety of teaching and assessment tools, and when it is combined with blended teaching model, it can effectively improve the teaching quality. The OBE concept requires teachers to clarify the learning objectives (learning outcomes) of each student before teaching activities. Teachers should reverse design the teaching process and content according to the students' learning objectives, that is, they should design a set of teaching schemes including teaching objectives, teaching design, teaching implementation and course assessment based on the expected learning outcomes. In this way, each student should have achieved a predetermined learning outcome by the end of the semester. The implementation of such a set of teaching programs cannot be separated from the support of information technology, which also provides an opportunity for the combination of OBE concept and hybrid education mode. Under the guidance of the concept of OBE, teachers carry out online and offline hybrid teaching design based on students' learning objectives, shifting from the design of knowledge transfer to the design of ability cultivation, realizing the fundamental change of teaching mode, cultivating students' learning interest, improving students' enthusiasm and initiative in learning, and improving students' comprehensive quality.

In addition, instructional design based on OBE is an effective means of evaluation, which requires curriculum assessment to be centered on learning outcomes, and breaks the traditional curriculum evaluation system, which has been plagued by problems such as single evaluation standard, lack of flexibility in evaluation methods, lack of comprehensiveness in evaluation subjects, and disconnection between evaluation and objectives. In the reverse design of the teaching process, different assessment standards and evaluation methods are adopted according to the different learning outcomes of students.

4.2. Design

In order to change the current situation of macroeconomics course, the blended teaching reform of macroeconomics based on OBE concept is put forward. The content includes curriculum objective design, curriculum teaching design and evaluation mechanism.

4.2.1. Teaching objective design

Accurate setting of learning objectives is the premise of blended instructional design based on OBE concept. At present, vague descriptions often appear when setting teaching objectives, making it difficult for students to have a real sense of experience and gain. According to the construction standard of "gender one degree" (i.e. high level, innovation and challenge) proposed by first-class courses, the teaching goal should not only stay in the knowledge dimension of "memory and understanding", but also be evaluated from multiple dimensions such as ability, personality and value. Based on the concept of OBE, the macroeconomics course is reconstructed in the course objective design. (1) Knowledge goals. ① Understand the connotation of GDP, master the GDP accounting, understand the simple national income theory, IS-LM model and AD-AS model how to decide the equilibrium income. ② Understand fiscal policy and monetary policy, their transmission mechanism and role. ③ Understand the relationship between unemployment and inflation. (2) Ability goals. ① Based on the data of China Statistical Yearbook, students can calculate GDP level using production method and income method. ② Students can analyze macroeconomic cases based on what they have learned, such as the role of holiday economy, the comparison of consumption propensity between China and the United States, the choice of unemployment rate and macroeconomic policy, the relationship between oil and economy, the relationship between war and economy, the relationship between dollar depreciation and economy, the cost of Volcker disinflation, etc. ③ The comparison of China's macro-economic policies between 1998 Asian financial crisis and 2008 American financial crisis, how to solve China's unemployment problem and so on. (3) Quality goals. Students can treat scientific research seriously and have a pragmatic learning attitude. They can use economic thinking to look at and understand economic and social issues.

They can express their views and opinions clearly in social activities, and have the ability to expand and penetrate into the fields related to economics.

4.2.2. Teaching design

OBE idea emphasizes "student-centered", requiring teaching programs to follow the principles of student-oriented, result-oriented and continuous improvement. This requires teachers to make clear the learning basis and learning ability of each student before the class starts, divide the levels according to the learning basis of students, and formulate personalized teaching programs so that each student can participate in and obtain learning results. Teaching activities can be divided into three stages: before class, during class and after class. By means of information technology, blended teaching is carried out, and online and offline teaching is organically combined in the three stages of teaching activities to meet students' personalized learning needs.

(1) Before class. Before the macroeconomics class begins, teachers are required to analyze the learning situation of the subjects. Students are not only the object of teaching activities, but also the main body of learning activities. Teachers can only effectively carry out macroeconomics teaching activities if they fully understand students' learning basis. In order to fully grasp the situation of students, the analysis method can take the form of questionnaire or face-to-face communication. At the same time, teachers also need to publish teaching materials such as video learning materials, courseware and pre-class exercises on the Super Star Learning Channel, and inform students which part of content is the key content and which part is the difficult content. It is necessary for teachers to sort out and plan the major and difficult points of the course in advance, which helps students to quickly establish learning ideas and have a full understanding of the subject, thus helping students to better preview and formulate learning objectives. After the pre-class preview, use one-to-one communication to collect the knowledge or ability that the students want to acquire in the course. Then according to the students' preview situation and learning objectives, each chapter, each section of the classroom teaching design.

(2) During class. There are 36 teaching hours in total, all of which are theoretical hours. The teaching activities in class are student-oriented and teacher-assisted. Teachers divides students into groups according to their learning basis and learning objectives, and participates in class activities such as problem discussion, group answering, knowledge explanation, etc. In class teaching, teachers will explain chapter knowledge points in series, especially important and difficult knowledge, and answer questions individually. In order to consolidate the theoretical knowledge students have learned, they should also organize students to have fierce classroom debates, or carry out activities such as keynote speeches and situational simulation based on the content of textbooks. In addition, when combining some practical problems with case analysis, teachers should guide students to think about the practical problems existing in the process of economic development, and ask students to put forward similar cases, so that students can fully explore the function and value of macroeconomic theory.

By observing students' performance in class, teachers should find out the problems in the teaching process in time and correct them. According to OBE idea, Teachers need to continuously reflect and improve teaching content and teaching methods based on student feedback. Teachers need to make profound reflection on teaching from the aspects of teaching preparation, the completion of teaching objectives, the rationality of teaching strategy selection and the development of teaching activities.

(3) After class. This stage mainly carries on knowledge summary and ability expansion. Teachers will release questions to the group through superstar learning, including objective questions and thematic analysis. Objective questions will enhance students' grasp of theoretical knowledge, and thematic analysis will focus on the exercise of students' technical ability and

quality ability. In the end, students will assess whether they have achieved the goals set before class, and carry out the corresponding tests through thematic analysis. Macroeconomics is a course with strong practicability. The formulation of macro-economic policies affects the economic operation of a country or a region. Therefore, at this stage, thematic analysis can be carried out in combination with the reality of international and domestic macroeconomics. After a semester of study, students have mastered the basic knowledge of macroeconomics theory. Students are free to form groups. Each group chooses the topics they are interested in, which are set by the teacher in advance. The team members will give a report speech in class after completing the division of labor and cooperation. For example, the fiscal and monetary policies adopted by the Chinese government since the epidemic, and the measures taken by the Chinese government to alleviate the unemployment problem under the epidemic. Such topics are closely related to current events. Teachers can give each group about a week to review the literature. In this process, teachers should keep close communication with each group, guide students to divergent thinking and actively participate. The team finally submits the results in the form of a paper and reports them in class. This presentation takes the form of discussion, which not only reports the team's achievements, but also answers the questions raised by other groups. Every student in the group is required to speak. Using topic analysis method, the teacher is required to choose the appropriate topic, and every student participates in it. This process is not only the training of students' economic literacy, but also the cultivation of students' expression ability, critical thinking ability and writing ability. Such a summary of the special report, can assess whether each student has achieved the term goals.

4.2.3. Develop evaluation system

Assessment is an important part of teaching activities and an important step to test the completion of curriculum objectives. Compared with the assessment method under the traditional teaching form, the assessment form of mixed teaching of macroeconomics based on OBE should be more flexible, and the assessment content should pay more attention to the application and innovation of knowledge points. In addition to the examination paper, we should also increase the training of technical ability and quality ability. For example, according to the number of students in the class, the teacher lists the corresponding number of knowledge points. Students choose by lottery and write essays based on the points they have drawn. This not only increases the interest, but also exercises the students' ability to find information and think independently. The teacher will set a certain percentage for the total score of the semester according to the students' completion.

According to this idea, teaching assessment can be divided into process assessment and final assessment. Process assessment and final assessment accounted for 40% and 60%, respectively. The process assessment focuses on students' performance throughout the semester, including online assessment and offline assessment, accounting for 20% each. Online assessment mainly uses the function setting and evaluation weight of Super Star learning Pass, which mainly includes online resource learning, check-in, completion of chapter knowledge points, discussion, individual or group work. The offline assessment mainly examines students' critical thinking ability and expression ability, and marks students according to their performance in class and special analysis. Although the offline assessment is carried out offline, the evaluation results can still be recorded in the teaching platform of Super Star Learning. At the end of the semester, the platform will automatically calculate and summarize each student's normal score according to the weight setting, which can be directly exported as the student's normal score report. Blended teaching evaluation based on OBE concept runs through the whole process of teaching, and the learning evaluation results are continuously and dynamically generated before, during and after each class. This not only enables teachers to observe learning situation dynamically and adjust teaching strategies timely, but also encourages students to attach importance to the learning process, develop self-management

ability and exercise comprehensive ability. The final examination consists of the examination paper and the essay writing, each accounting for 30%. The examination paper pays attention to the students' grasp of the basic knowledge of macroeconomics, and the questions with unified standard answers should be designed. It is appropriate to choose multiple choice questions, fill in the blank questions, judgment questions and calculation questions. Papers are graded on the basis of the relevant information collected by the student and the structural integrity of the paper. Relevant materials include data, papers, books and news reports. The thesis is a research carried out by the author in order to demonstrate his own views. A fully structured thesis should include three parts: thesis, argument and conclusion. Students put forward their own propositions according to knowledge points. They need to ensure that the propositions are authentic and need to be proved. They need to cite arguments to prove the authenticity of the propositions. Such a reasoning process should be clearly displayed in the paper, and finally the corresponding conclusions can be obtained.

5. Conclusions and Suggestions

Based on the analysis of the current teaching situation of macroeconomics, this paper finds the dilemma and proposes the mixed teaching mode based on the concept of OBE. The OBE concept is applied to the teaching of macroeconomics, combining with students' actual learning basis and learning objectives, and changing the traditional teaching ideas soon. This will effectively avoid the shortcomings of traditional teaching. Blended teaching based on OBE is student-centered, and the teaching design is carried out from the perspective of fully mobilizing students' enthusiasm in class, which helps to improve students' learning efficiency, enhance the teaching effect of macroeconomics, enable students to analyze the major issues of the current international economy and China's economic development in relation to the actual situation, and effectively improve students' rational thinking ability. In addition, combined with the current situation of blended teaching, this paper puts forward the following suggestions:

First, teachers should actively change teaching concepts, integrate information technology into teaching, and implement results-oriented blended teaching. Teachers should change the teaching concept of taking themselves as the subject of teaching activities and students passively receiving knowledge education. Colleges and universities can provide teachers with systematic training and expert lectures to help teachers master advanced teaching concepts and correctly understand the position and role of both teachers and students in curriculum teaching. Teachers also need to mobilize their subjective initiative. After receiving training, they should independently think and explore these new teaching concepts and timely update their cognition of the status of teachers and students in curriculum teaching.

Second, starting from the characteristics of students, the construction of students willing to read, can understand the learning resources. From the perspective of students' learning situation to presuppose learning outcomes, give full play to students' subjective initiative. In the process of designing teaching objectives, choosing teaching contents and teaching methods, teachers fully consider the main body of students, and integrate the learning habits and personalized learning needs of contemporary college students into all aspects of teaching. At the same time, measures should be taken to encourage students to change their learning concept, change the traditional concept of passive learning in the past, consciously establish the awareness of participating in online learning, learn to use information technology to solve the problems in the learning process, and improve the ability of independent learning.

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