

Research on the Teaching Reform of Application-Oriented Colleges and Universities Based on the Concept of OBE

---Take the Course“Real Estate Development and Marketing” as an Example

Yijun Wang¹

¹ Zhanjiang Institute of Science and Technology, Zhanjiang, China

Correspondence: Yijun Wang, Zhanjiang Institute of Science and Technology, Zhanjiang 524255, Guangdong, China

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[Funded project] The research results of the "Brand Promotion Plan" of Zhanjiang Academy of Sciences' academic-level subject business management application-oriented teaching team project (No: PPJH202103JXTD).

Abstract

In order to achieve the goal of cultivating professional application-oriented talents in application-oriented colleges and universities, the OBE education concept (Outcomes-based education, outcome-oriented education) can be introduced into the teaching reform practice of real estate development and marketing courses. By summarizing and comparing the differences between the traditional education model and the modern OBE education model, combined with the teachers' experience and thinking in the process of teaching practice, summed up the problems found in the teaching of the past courses, and finally formed the "OBE concept applied to the real estate development and marketing courses". "Result-oriented, student-centered, continuous improvement" reform ideas and the actual operation process in curriculum practice.

Keywords: outcome-oriented education concept (OBE), real estate development and marketing, applied universities, curriculum reform

The course "Real Estate Development and Marketing" is a compulsory course for undergraduates majoring in management. The course content covers a wide range of knowledge and is a highly interdisciplinary subject. It is closely related to management, marketing, real estate economics, and engineering economics. There are relatively close links between disciplines such as science. After more than 40 years of reform and development, China's real estate industry has already become a pillar industry for the development of the national economy. At the same time, real estate enterprises and related units have put forward more suggestions for high-quality and compound talents who master the knowledge of real estate development and construction management and operation and sales management. high demands. The course "Real Estate Development and Marketing" offered by the School of Management of Zhanjiang University of Science and Technology has 40 hours of theoretical teaching and 8 hours of experimental teaching respectively. How to let students "learn something" in the limited class hours and master certain basic knowledge of real estate marketing and related professional skills is the core task of this course, and it also poses certain challenges to the teaching level of college teachers. Regarding the teaching reform of the course "Real Estate Development and Marketing". At present, some teaching practices have achieved good results (Bian, X.-T., & Chen, J.-B., 2021; Wang, W.-Q., & Jia, L., 2021; Fu, D., 2014). The author will introduce the practical application of the OBE concept in the teaching of "Real Estate Development and Marketing" based on the exploration and practice of predecessors and his own teaching practice.

1. Connotation and Advantages of OBE Education Concept

1.1 Connotation of OBE Education Concept

OBE education, namely Outcome-based Education (OBE), is a learner-centered and result-oriented educational

concept (Zhang, N.-X., Zhang, L., Wang, X.-F., et al., 2020). Its framework consists of three elements: student-centered, result-oriented, and continuous improvement.

The education theory centered on the learner (student) believes that attention should be paid to the development of students' interests and abilities, and the students' autonomy and initiative should be stimulated to the greatest extent. People with changes and job requirements.

Result-oriented is the core element of OBE's educational philosophy. Different from the curriculum learning outcomes that traditional education emphasizes, OBE emphasizes results outside the curriculum that can meet the real needs of life. Such results should be visualized and observable.

Continuous improvement includes evaluation and adjustment of training objectives, curriculum teaching, graduation requirements and other dimensions. Its requirements should be based on the students' foundation and personal wishes to adjust the teaching design, based on teaching feedback and theoretical analysis, using a variety of teaching tools and methods to meet the students' learning needs.

1.2 Comparison Between the OBE Education Model and the Traditional Model

The operation of the traditional education model focuses on the course structure arrangement, while the OBE education model focuses on the clearly defined student learning outcome framework; under the traditional education model, the teaching time arrangement and schedule are basically fixed, while the time frame under the OBE education model can be based on Teachers and students need to adjust their plans; traditional education is driven by test scores as the most core driving force, teachers guide students to learn, under the OBE education model, students themselves lead learning, and learning motivation comes from continuous positive feedback and self-worth; traditional education Focusing on the selection and analysis of teaching materials and research on teaching methods, the OBE education model pays more attention to the learning effectiveness of learners and the ability of learners to engage in related work in the future (Mei, Y.-J., Huang, L., Hu, C., et al., 2018).

Table 1. Comparison of some differences between traditional education model and OBE education model

	Traditional education model	OBE education model
Mode operation	Focus on curriculum arrangement and structure	Focus on curriculum arrangement and structure
Time selection	Teaching arrangement and schedule can be selected	according to the needs of teachers and students
Core drive	Test scores are the core drive, teachers guide students to learn	Learning is led by students themselves, and learning motivation comes from continuous positive feedback and a sense of self-worth
Focus point	Focus on teaching materials and teaching methods	Pay more attention to the learning effect of learners

2. Basic Teaching Situation of the Course "Real Estate Development and Marketing"

2.1 Basic Teaching Content of the Course "Real Estate Development and Marketing"

The course "Real Estate Development and Marketing" is a basic course for real estate, construction management, property management, business administration and other majors. The teaching content of "Real Estate Development and Marketing" consists of three parts: the first part is the theoretical basis, which mainly introduces the overall framework of marketing and the connotation of real estate marketing; the second part is real estate market research and analysis, mainly introducing the process and methods of real estate market research, real estate market forecast, real estate marketing environment and consumer behavior analysis; the third part introduces the five marketing mix strategies of real estate project product strategy, image strategy, price strategy, marketing channel strategy and advertising strategy.

2.2 Problems in the Teaching of "Real Estate Development and Marketing"

According to the teaching situation of "Real Estate Development and Marketing" in the School of Management of Zhanjiang University of Science and Technology for many years, the problems in the actual teaching of "Real

Estate Development and Marketing" are as follows.

2.2.1 Lack of Connection Between Teaching Content and Job Requirements

The teaching process of the course "Real Estate Development and Marketing" still mainly adopts theoretical teaching, which makes the theoretical knowledge and practical work disconnected, and there is a lack of connection between the teaching content and the job requirements of real estate enterprises. For example, the real estate enterprise operation post requires the ability to write and execute a full-process marketing plan including real estate project positioning, sales, and closing, and be competent in real estate market analysis, competitive product analysis, plot analysis, and project analysis. However, the current course focuses on explaining the theoretical knowledge of marketing, but lacks the training of real estate brand marketing, relationship marketing, conceptual marketing, Internet financial marketing, and market and competitive product analysis training.

2.2.2 One-Way Knowledge Transfer, Hindered Interest and Ability Development

The classroom status of the "Real Estate Development and Marketing" course is that teachers have complete control over the teaching process and rhythm, and student participation is low. In the process of teaching, the teacher's "professor" and the students' "learning" are obviously out of touch. The traditional education method of knowledge instillation ignores the cultivation of students' autonomous learning and active thinking ability. The communication between teachers and students is mostly one-way, lacking good interaction. Teachers cannot immediately perceive the learning effect of students, and students cannot get training in divergent and critical thinking.

2.2.3 Teachers Lack Practical and Industry Experience

The course "Real Estate Development and Marketing" is highly practical, so most of the real estate majors in foreign universities are full-time teachers and part-time real estate consultants in enterprises. The course theory guides practice, and the theory of enterprise practical optimization allows students to deeply understand the reality of the real estate industry. Practical cases of working environment and solving enterprise problems. In addition, overseas colleges and universities attach importance to school-enterprise cooperation, which can provide practical opportunities for students studying real estate courses. However, teachers who teach real estate-related courses in colleges and universities across the country lack corresponding practical experience and social experience in enterprises. In addition, there is currently no cooperation project with related real estate companies, and students lack corresponding channels to conduct real estate market research and practice, and cannot deeply understand real estate-related knowledge.

2.2.4 There Are Few Suitable Textbooks, and the Textbook Version Is Updated Too Slowly

The current traditional real estate marketing textbooks are updated slowly, the short version is updated every 7-10 years, and the long one has no new version, and more traditional real estate marketing textbooks focus on cultivating students how to meet the needs of certainty. In the era of real estate, it is difficult to adapt to the changes in the new environment. The sales area of commercial housing in China has increased from 145.56 million square meters in 1998 to 1,794.33 million square meters in 2021 (National Bureau of Statistics, 2021-01-18), a growth rate of 1,200%. At the same time, real estate prices continued to rise. This has attracted great attention from the central and local governments, and adopted strict macro-control policies such as restrictions on purchases and loans, which in turn led to an increasing housing inventory in third- and fourth-tier cities and increasingly serious real estate market differentiation. The competition in the real estate market will become more and more intense, and simple marketing planning courses will become more and more difficult to meet the needs of future real estate practitioners.

3. The Application of OBE Concept in the Teaching of Real Estate Development and Marketing Courses

3.1 Teaching Reform Ideas for the Course "Real Estate Development and Marketing" Based on the OBE Concept

Guided by results, the results of professional talent training are sorted out, refined and decomposed layer by layer, and course objectives and assessment standards are formulated. First, analyze the educational goal categories and levels corresponding to the expected learning outcomes. Then, decompose, refine, and quantify the career expected learning achievement goals supported by the curriculum, until directly or indirectly detectable expected learning achievement indicators are reached, to identify specific goals of knowledge, skills, and quality to be achieved in the teaching of the curriculum. Finally, according to the classification and level of each indicator of the expected learning outcomes of the course, and based on the SMART principle, formulate specific, clear and effective evaluation standards, which can effectively detect the learning outcomes of the course.

"Student-centered" emphasizes "learning" and "teaching", and guides teachers to pay attention to students' personality characteristics and professional knowledge base, and carry out student-centered, inspiring and inquiry-based teaching activities; ", leading students to participate in course practice, experience work projects from simple to deep, from easy to difficult, and use the project results as the course learning outcomes. This can provide an effective method for the precise connection between curriculum content and job standards in application-oriented undergraduate colleges and universities, and provide a scientific path for precise education and employment in applied undergraduate colleges and universities.

"Continuous improvement" requires that the talent training objectives and the needs of the economic and social environment maintain a dynamic adaptation, and emphasizes the continuous and effective improvement of teaching design, resource allocation, teaching practice, and teaching evaluation. This is in line with the "Opinions of the Ministry of Education on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving Talent Cultivation Ability" (Jiao Gao [2018] No. 2) "adhering to student-centered and comprehensive development; insisting on service demand and effect-oriented; insisting on improving the mechanism, The basic principles of "continuous improvement" (Ministry of Education of the People's Republic of China, 2015-07-07) are the same. This is practiced in the teaching of applied undergraduate colleges and universities, forming a normal operating mechanism of "teaching analysis→teaching design→document writing→teaching practice→teaching evaluation→continuous improvement", and analyzes and summarizes various aspects according to students' learning outcomes and the achievement of teaching goals in a timely manner. Links are insufficient, so as to improve targeted improvement. This can provide an effective guarantee for high-quality education and high-quality development of application-oriented undergraduate colleges and universities.

The result-oriented, student-centered, and continuous improvement application-oriented university curriculum teaching mode is shown in Figure 1 (Ma, G.-Q., 2020).

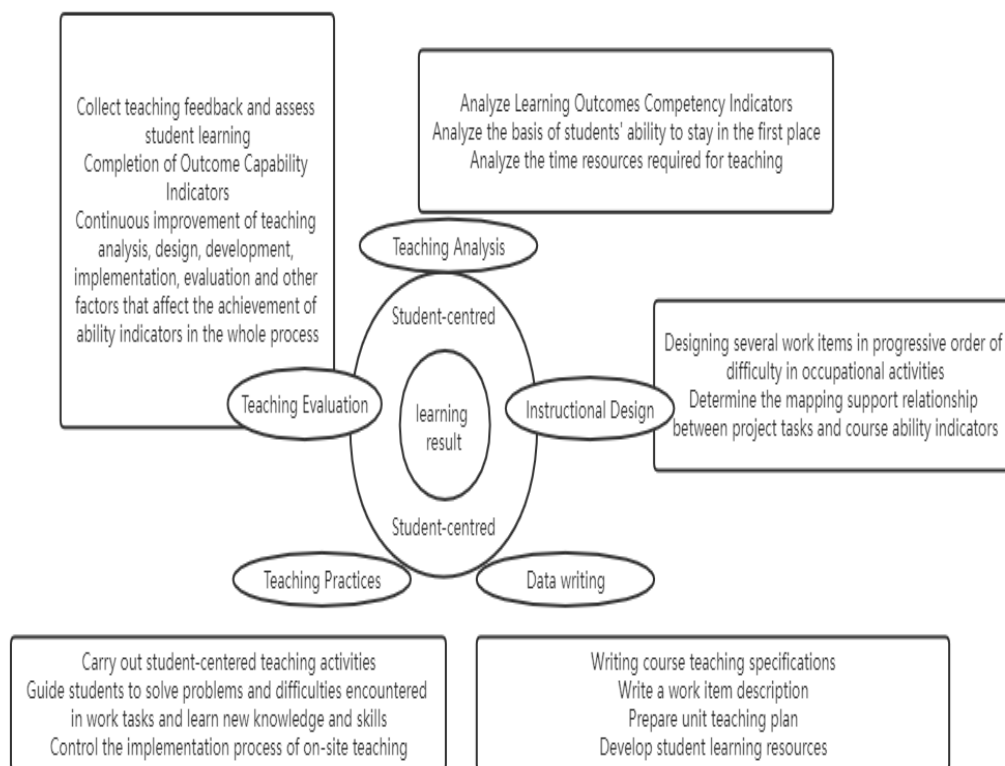


Figure 1. Schematic diagram of the course teaching mode of result-oriented, student-centered, and continuous improvement

3.2 Teaching Design of Real Estate Development and Marketing Based on OBE Concept

The real estate development and marketing course is a professional compulsory course for business administration students for professional positions, and its supporting graduation requirements should be "to have the basic market analysis ability of real estate-related enterprise marketing planning, brand management, market research, project operation and other positions. Periodic work summary, analysis report and other professional documentation skills, effective business communication skills and moral responsibility." It is decomposed and refined to obtain the ability index points that students will achieve after learning the course, that is, the expected learning outcomes of the course, as shown in Table 2.

Table 2. The breakdown of graduation requirements supported by real estate development and marketing courses

Graduation Requirements	Possess the basic market analysis ability of real estate-related enterprise marketing planning, brand management, market research, project operation and other positions, the ability to compile periodic work summaries, analysis reports and other professional documents, effective business communication skills and moral responsibility					
Indicator point decomposition	Ability to conduct real estate market research activities	Able to analyze and judge the real estate marketing environment form	Be able to skillfully use real estate market analysis methods to write market positioning planning reports for real estate projects	Able to write the whole marketing plan of the residential project	Know the professional responsibilities and ethical responsibilities of the corresponding position group	Ability to conduct real estate market research activities

According to professional research and occupational analysis, the mapping matrix between the designed real estate project work tasks and ability points is shown in Table 3. Taking the completion level of work tasks as the result certificate, the assessment criteria for establishing the target points of the expected learning outcomes of the course are shown in Table 4.

Table 3. Mapping Matrix of Real Estate Project Tasks and Ability Points

Learning Situation and Work Tasks--Chapter of Real Estate Market Status	Indicator point decomposition	Graduation Requirements				
		Ability to conduct real estate market research activities	Able to analyze and judge the real estate marketing environment form	Be able to skillfully use real estate market analysis methods to write market analysis and positioning reports for real estate projects	Able to write the whole marketing plan of the residential project	Know the professional responsibilities and ethical responsibilities of the corresponding position group
Learning Situation 1	Task 1: Study the external information of real estate companies	√				√
	Task 2: Informal meetings with business leaders	√	√			√
	Task 3: Analyze the internal information of the enterprise	√				√
Learning Situation 2	Task 1: Real Estate Market Forecast				√	√
	Task 2: Write the market analysis of real estate and residential projects	√	√	√		√
	Task 3: Write a market positioning strategy for real estate projects	√	√	√		√

Table 4. Assessment criteria for the expected learning outcomes of the course

Graduation Requirements	Possess the basic market analysis ability of real estate-related enterprise marketing planning, brand management, market research, project operation and other positions, the ability to compile periodic work summaries, analysis reports and other professional documents, effective business communication skills and moral responsibility				
Indicator point decomposition	Be able to skillfully use real estate market analysis methods to write market analysis and market positioning planning reports for real estate projects				
Learning Situation and Work Tasks--Chapter of Real Estate Market Status	Ability to conduct real estate market research activities	Able to analyze and judge the real estate marketing environment form	Be able to skillfully use real estate market analysis methods to write market analysis and market positioning planning reports for real estate projects	Able to write the whole marketing plan of the residential project	Know the professional responsibilities and ethical responsibilities of the corresponding position group
Learning Situation 1	Task 1: Study the external information of real estate companies	Able to understand the market situation and competitive overview within the stipulated time	The information is accurate, and some information is subject to confidentiality regulations		
Learning Situation 1	Task 2: Informal meetings with business leaders	Be able to find different reasons for the increase or decrease of market share from the heads of various departments	Be able to understand the current marketing environment of the company from the heads of various marketing departments	The information is collected accurately and secrecy rules are followed for some information	
Learning Situation 1	Task 3: Analyze the internal information of the enterprise	Able to analyze the company's annual reports, orders, letters and other internal data within the specified time	The information is accurate, and some information is subject to confidentiality regulations		
Learning Situation 2	Task 1: Real Estate Market Forecast	Be able to use the existing knowledge, experience and scientific methods within the specified time to make preliminary analysis and judgment on the future development trend of real estate enterprises and the market			The mathematical curve is constructed correctly to achieve the purpose of predicting the future development of the market
Learning Situation 2	Task 2: Write the market analysis of real estate and residential projects	Able to analyze the company's annual reports, orders, letters and other internal data within the specified time	Ability to construct a SWOT analysis matrix	Familiar with the structure and content of the project market analysis report	The format meets the requirements and the information is correct

Task 3: Write a market positioning strategy for real estate projects	Able to analyze the company's annual reports, orders, letters and other internal data within the specified time	Familiar with project positioning methods and processes	Familiar with the structure and content of the project market positioning planning report	The format meets the requirements and the information is correct
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4. Conclusion

The real estate development and marketing course, as the core course of business administration majors, has been highly valued by teachers and students in application-oriented colleges and universities for many years. Many colleges and universities at home and abroad are continuing to strengthen the construction of the course materials, teaching methods, evaluation system and other aspects.

This paper summarizes and compares the differences between the traditional education model and the modern OBE education model, analyzes and summarizes the problems existing in the teaching process of the past courses, and introduces the application of the OBE concept to the real estate development and marketing course "result-oriented, student-centered, continuous The reform ideas of "improvement" and the actual operation process in the course practice. By introducing the OBE education concept into the curriculum, a series of feasible product project planning can be completed, which will bring effective help to students' future employment and entrepreneurial activities. However, to fully integrate the OBE concept into the teaching of real estate development and marketing courses needs to be further improved in the future teaching reform practice.

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