

Curriculum Development of 《Early Childhood Play and Instruction 》 Based on OBE Concepts

Shuangqi Li

Tianhua College, Shanghai Normal University, Lecturer, 201815, Shanghai

597645872@qq.com

Abstract. With the continuous development and progress of the society, the education ideology needs to change from the traditional teacher-centered to the student-oriented outcome-oriented education concept. Early Childhood Play and Instruction is a compulsory and core course for preschool education majors, and the construction of a quality theoretical course is not a static result of a single cluster, but a process of continuous optimization in teaching practice. The OBE concept provides new ideas and methods for the construction of this course. In this study, the course construction of "Early Childhood Play and Instruction" will be elaborated in detail from six aspects of two plates, namely, teaching analysis and teaching design, and summarize and reflect on the insights gained in the implementation of the course construction, so as to summarize the relevant experience accumulation for the construction of other courses in the future.

Keywords: OBE concept; curriculum construction; implementation.

1. Introduction

Education is a major plan of the country and the party. General Secretary Xi Jinping put forward the strategic plan of "comprehensively promoting the great rejuvenation of the Chinese nation through Chinese-style modernization" in the report of the 20th National Congress. Higher education should be developed with the systematic thinking of integrated deployment and synergistic development of education, science and technology, and talents. Higher education institutions should strive to build a comprehensive training of moral, intellectual, physical, social and aesthetic education system, comprehensively improve the quality of independent training of talents, and strive to create top innovative talents. As a teacher in higher education, he should follow the call of the state to do his job and contribute to the education in a small way. Nowadays, teachers in the education field are facing a new generation of young people who are focused, cooperative, equal, and have unique opinions. If they continue to follow the traditional teaching mode to design the relevant courses and impart knowledge, they will not only lose the students' interest in learning, but also lose the students' ability to think independently and critically. In order to better develop higher education, improve the quality of education and teaching, and cultivate high-quality and innovative talents, the Ministry of Education launched the certification of teacher training programs in general colleges and universities in 2016, which indicates that the certification of the program should follow three major concepts: "student-centered, output-oriented, and continuous improvement." According to this philosophy, the first key point to be considered in education and teaching is student-centeredness, resource allocation and teaching arrangement around the training objectives and the degree of achievement of students' graduation requirements. The construction and implementation of the curriculum based on the OBE concept should clarify the following aspects: first, whether the teaching objectives are determined; second, whether the teaching design and strategies are in line with the characteristics of the students; third, whether the teaching resources are abundant; fourth, whether there is a better way of implementation; and fifth, how is the effect of the teaching quality and evaluation. Therefore, based on the concept of OBE, this study will carry out an innovative construction for the course "Early Childhood Play and Guidance", and implement and apply the constructed course in teaching, so as to improve students' ability of active learning and active reflection. At the same time, it will promote the teachers' teaching ability and innovation ability to progress and achieve lifelong learning.

Definition of concepts

1.1 OBE Theory

OBE is the abbreviation of Outcomes-based Education, also known as output-oriented or goal-oriented. Its educational ideology is "student-oriented", and its educational philosophy is oriented to the final learning outcomes of students. OBE education concept requires that all elements of curriculum design and implementation should be centered on the final learning outcomes of students, emphasizing the learning process of students and personalized teaching. Therefore, under the guidance of the OBE concept, firstly, we should determine the abilities and qualities that students should ultimately have, and secondly, teachers should formulate different teaching reform programs in accordance with the needs of different outcomes, provide different learning and practice opportunities for students of different majors, and not implement the same education for all students in accordance with uniform standards. Shi Xiaoqiu (2020) said in her research that the OBE concept is significant and far-reaching. One of the very important significance and value is that it brings a new quality culture for talent training and education teaching. [The OBE philosophy emphasizes the word "quality". How "quality" is embodied in curriculum teaching is defined through the objectives of curriculum teaching. Both talent development and instructional design and implementation should be proactively focused on the development and quality of student learning to ensure that it is outcome-oriented.

2. Instructional design of the course "Early Childhood Play and Instruction" based on OBE concepts

The instructional design of the course based on the OBE concept needs to consider at the early stage of construction: the necessity of this course (Early Childhood Play and Instruction); what learning outcomes students will eventually achieve through the instructional construction of this course; and how to make the course student-centered, change the traditional teacher-centered direction, and how to effectively help students to achieve the outcomes to ensure that the learning outcomes are put to good use. The author is a student-centered teacher. With this kind of thinking, the author re-planning the course "Early Childhood Play and Guidance", the overall design idea of the course is to combine with the "2021 Revised General Preschool Talent Cultivation Program" and the "Kindergarten Teachers' Code of Ethics and Professional Standards", to modify the teaching and learning program by taking into account the demand of graduates from the employers, the age characteristics of young children, the organization of play activities and know-how, and to modify the teaching and learning program. design, structure a new teaching program, add new teaching methods, teaching activities. Therefore, the author will introduce the following aspects.

2.1 Analysis of teaching and learning.

2.1.1 Course orientation.

Early Childhood Play and Guidance is a compulsory course for preschool education majors, and it also occupies a certain proportion in the kindergarten teacher qualification subject of nursery education. This course is suitable to be offered in the second year of undergraduate program, which plays the role of carrying on the previous and the next. Kindergarten play as the basic activities of the concept has been throughout the early childhood education, so the purpose of this course is to lay a professional theoretical foundation for students to engage in kindergarten teachers in the future. This course is a comprehensive course focusing on both theory and practice, so the basic requirement for students at this stage is to have the knowledge of Child Development Psychology, Principles of Education, Pre-school Psychology, Pre-school Education and other courses.

2.1.2 Textbook Analysis.

The textbook is the book "Kindergarten Play and Guidance" published by Higher Education Press and compiled by Yan Liu. The textbook adopts case studies, chapter introductions and summaries of learning objectives and methods to guide what is learned, and each chapter is followed by relevant review and reflection questions. The system is simple and straightforward, emphasizing the "fundamentals and applicability" of the course. In addition, the content of this textbook is integrated with cutting-edge international research in the subject. The value of this book lies in the fact that it is written in the context of the development of the preschool education profession and is tailored to the characteristics of preschool students, and is therefore intended as a textbook for students in this course.

2.1.3 Analysis of course objectives.

The formulation of the course objectives in this course is closely related to the graduation requirements of the students, so that they can lay a good knowledge base and experience foundation for their future work in early childhood education through the study of this course. Therefore, through the learning and practical activities in this course, students should achieve the course learning objectives as shown in the following table:

Table 1. Corresponding graduation requirements of course objectives

Serial Number	Target content	Supported Graduation Requirements
Course Objective 1	To enable students to master the theory of early childhood play and understand the nature and significance of early childhood play. To develop a correct view of teaching, children, and the play curriculum (curriculum theory and concepts)	3 Knowledge of childcare
Course Objective 2	To learn to observe, guide and evaluate various types of play of young children and to be able to skillfully analyze cases of play by applying knowledge about symbolic play, structural play, and the development of rule-based play (Curriculum Theory)	4 Competence in child care and education 7 Learning to reflect
Course Objective 3	Knowledge, ability and skills in organizing kindergarten play activities; and the ability to understand the impact of the physical environment on play behavior and to create a good play environment for young children (specialized activity)	3 Nursing and Teaching Knowledge 4 Nursing competence

2.2 Teaching design.

The design concept of this course is based on outcome-oriented, and adopts a modern teaching form combining online and offline to enrich the teaching content and at the same time promote students' active thinking and increase their interest in the course. The course is organized into pre-course, in-course and post-course. Before class, the teaching objectives are defined in terms of expected learning outcomes. During the lesson, the content is organized in terms of problems, and teaching strategies are selected and implemented. After the lesson, evaluation and feedback are carried out. Through students' feedback, rethink: whether theory and practice are closely integrated; whether the knowledge taught is simple and concise, clear and easy to understand; whether students are given timely feedback.

2.2.1 Course Content Design.

The course teaching content of a total of 48 hours (including 40 hours of theoretical learning, 8 hours of practical learning) 16 weeks to complete the teaching content. Teaching content by the collective discussion of the teaching and research group of teachers, the content of the lecture is integrated into five topics, Topic 1: games and young children's games; Topic 2: theories related to the game; Topic 3: the importance of the game; Topic 4: various types of games, organization and guidance; Professional 5: observation and analysis of the game and teacher intervention. Combined with the current preschool education to implement the latest policy of child care integration, the organization and guidance of play for infants and toddlers aged 0-3 years old will be supplemented in the teaching of the content of topic IV. The specific content is shown in Table 2:

Table 2. Summary of course content

Special Topic	Element	Class Hour
Theme I: Play and Early Childhood Play	The meaning of the game	2
	Concepts and Characteristics of Early Childhood Play	3
	The value of early childhood play	2
Topic II: Theories related to games	Early Game Theory	2
	Modern Game Theory	2
Theme III: The importance of play	The place of play in kindergarten education	3
Topic IV: Organization and guidance of various types of games	Role Play (includes 2 hours of practice)	6
	Acting Games (includes 2 hours of practice)	5
	Constructive play (includes 2 hours of practice)	6
	The Rules Game	5
	Outdoor games (includes 2 hours of practice)	6
Topic V : Observation and Analysis of Games and Teacher Intervention	Observations of the game	3
	Timing and methods of teacher intervention	3
Add up the total		48

2.2.2 Course Resource Building and Assessment Methods.

2.2.2.1 Construction of Curriculum Resources.

Whether the course resources are rich and in various forms is one of the very important parts of the students' learning process. In order to enable students to do a good job of pre-study, teachers will upload recorded theoretical knowledge points, high-quality courses on MOCO and Wisdom Tree and the courseware of the chapter, the list of learning tasks, literature, etc. through the Learning Pass platform before class every week. It can not only help students point out the direction of pre-study, but also promote students' ability to learn independently, learn to summarize and find problems by themselves, and be able to walk into the classroom with questions. In addition to the rich construction of Learning Pass resources, teachers recommend public numbers of preschool education in the first course and Learning Pass platform, so that students can utilize after-school time to obtain the first first up-to-date information. For example, education research, Shanghai preschool education official website, kindergarten teacher's pocket and so on. In the construction of course resources, the teacher designed a new concept of resource construction and worked with students to complete the construction of course resources. Students will share the literature they see, the latest policies, kindergarten apprenticeship videos, environment creation diagrams, etc. to teachers, who will upload the learning pass at the first time, realizing teachers and students learning, building and progressing together.

2.2.2.2 Assessment Methods.

This course has always followed the concept of student-centered parenting, so the central idea of the final assessment is not only to understand the students' overall course mastery, but also to monitor the teachers' teaching quality. Compared with the summative assessment, this course pays more attention to the process evaluation. In terms of attendance assessment, it has changed from traditional roll call to online check-in on Learning Pass. Classroom performance is viewed through topic discussions, polls, and robocalls posted on Learning Pass to see the level of student participation. Sharing the class's views on the topic discussion, teachers and students interact with each other to complement each other's strengths and weaknesses. Teachers will also pay attention to students' learning status in the classroom and record it as a classroom performance score. Online chapter task point learning, homework, and unit testing are included in the usual assessment, corresponding to the adjustment of the relevant proportion. Focus on the organization and guidance of different game activities in the section of student assignments, case studies, activity design and so on. The specific assessment standards and proportion allocation are shown in Table 3:

Table 3. Appraisal criteria

Serial Number	Name	Sports Event		Proportional
1	Process Assessment	Learning Link Check-In		5%
		Classroom Performance	1. Study Pass Theme Discussion	5%
			2. Task point learning	5%
			3. Follow-up tests	5%
			4. Group work	10%
Operations (5)		20%		
2	Summative Assessment	Final exam (closed book)		50%
Add up the total				100%

2.2.3 Design of teaching activities.

The biggest difference between preschool education and primary and secondary education is the specificity of its object, which must be considered child-centered, emphasizing both knowledge and skills. In the design of teaching activities should be combined with their own professional characteristics, based on the characteristics of the talents required by the kindergarten, to realize the construction of the science and practice of one, so that students can be put into work in the best state after graduation, to achieve the ability to actually control the course. The construction concept of this course is student-centered and result-oriented. Therefore, in the design of teaching activities follow the game activity-oriented, through the case situation simulation, topic discussion and other forms to inspire students to practical experience, to strengthen the students' practical ability, to take students to observe kindergarten game activities, course teaching activities, highlighting the theory of pragmatism. In the following, two teaching cases will be listed to discuss how to be result-oriented from before, during and after the class.

Teaching Case 1: Play and Early Childhood Play**Pre-lesson: Theoretical Knowledge Study and Reflection on the Meaning of Play**

Reflection: What is a game? What is the game you remember most from your childhood? Draw a brief picture of this game and interactively share with classmates the reasons why you like it. [Mobilize students' motivation to better understand early childhood games in the light of their own experiences]

During the lesson: Interpret students' drawings of childhood games and interpret the characteristics of the games on their own to analyze the differences between early childhood games and adult games.

1. Students share their personal drawings of childhood games and independently summarize the characteristics of the games.

(1) Each group selects 2 students to share the childhood games they drew and the reasons why they were impressed. Sharing is on a voluntary basis.

(2) Game activity experience: You draw, I guess.

[Using students' review and interactive games, students will be able to feel the characteristics of the game, stimulate the desire to think and summarize, and then be able to raise the awareness of active learning]

(3) Combining the above two activities, students collectively analyze and summarize the characteristics of games. (Young children's games are voluntary; young children's games are entertainment; young children's games are pretend. Autonomous and voluntary is the core; entertainment is the end; and make-believe is the means.)

(4) Teacher's summary: "Play" is a basic activity of young children, a unique social activity that is suitable for young children's age and reflects the reality of life around them through imitation and imagination in a purposeful and conscious way.

2. Discuss the activity: determine whether it is a game for young children.

(1) In the theory recording before the lesson, students have already grasped the concept of play and the phenomenon of play period. During the lesson, students will understand the characteristics of toddler play through their pre-lesson reflections and play experiences. In order to further promote students' thinking, the topic of "Kindergarten Collective Wedding" will be used to open a thematic discussion. To test whether students really understand the meaning of early childhood play.

3. Group activity: the difference between toddler play and adult play.

[Students take brainstorming to exercise the improvement of their divergent thinking skills]

At the end of the lesson: release 6 toddler games through the study pass, each group choose any one, no repetition. Analyze what value this game will have for the children's own development.

This session has the function of starting and ending, and paves the way for the knowledge related to games and early childhood development in the next session.

Teaching Example 2: The Acting Game

Pre-lesson: micro-lesson teaching

Micro-lesson 1: "Concepts and Characteristics of Acting Games".

Micro-lesson 2: "Organization and Guidance of Young Children's Performances in Different Age Groups".

[Students need to rationalize the time to study the 2 micro-teaching videos to understand the theoretical knowledge of performing games]

Assign a reflection task: whether young children's performing games are more games than performances, or performances are more games.

During the lesson: Summarize performance skills through project-based practical operation

1. Listen to students' ideas and summarize the conclusion that games are greater than performances by combining the thinking discussion of the learning passages.

2. Project-based practical operation: students work in small groups to carry out The Acting Game

Work Requirements: (1) Six to eight members of the group will work together to choose a theme for the performance. The theme can be derived from literature or from film and television. The theme should be in line with the age of young children, easy to understand, with plot ups and downs, and richer in language and action. On the basis of the original theme material, the script should be adapted or created, with scenes of 3 to 4 acts, mainly dialogues, with fewer asides and monologues, easy to perform

(2) Write a detailed design plan for the performance game, including game objectives, game preparation and game play process

(3) Prepare a performance program for the class as a unit and perform on-site for 10~15 minutes per group, reflecting the performance skills (language, body, acting, singing, etc.)

(4) The leader of each group will make a self-assessment on behalf of the group, and other groups and teachers will make additional evaluations.

3. Group discussion: Combine the works performed by each group, evaluate them in turn, and summarize what are the performance skills?

(1) Choose 1-2 students from each group to share the results of group discussion.

(2) Combining the results of the students' discussion, the teacher summarizes that the structural elements of the performance game include performance works, performance skills, representation and imagination. Among them, performance skills are especially important. Performance skills include: oral expression skills, singing performance skills, physical performance skills.

(3) In future practice, teachers should pay attention to these three skills when organizing and guiding performance games.



Fig.1 Student performance games

At the end of the lesson: The teacher uploads each group's completed project-based report via Learning Access, which is evaluated by the other constituent members and the teacher.

3. Summary

In summary, based on the OBE concept in the construction of the course "Early Childhood Play and Guidance", it makes the author more clear and clear the concept of Lidu Shurenian and the design of the course should be student-centered, to seize the students' interest in learning, to improve the interest and ability to learn independently, and at the same time, to be able to address different topics, to share their own feelings, and to learn to communicate and cooperate with others. So that the training of students through the learning of this course can obtain the theory and skills to improve, after graduation for the employer to smoothly accept, quickly into the work, the real realization of results-oriented. In the construction of the course, the author has gained the following feelings: (1) It is better to know than to be good, and it is better to be good than to be happy (2) It is better to teach fish than to teach them to fish (3) It is only when potential is stimulated that there is a variety of possibilities (4) Thinking ability determines the gap in the future. Curriculum construction must focus on cultivating students' interest and confidence, mobilizing their interest in learning; giving them support and encouragement. Make it clear the importance of independent learning; at the same time, teachers should learn to let go of the students to try and dare to take action; in the process of learning and practicing, constantly summarize and gradually increase the difficulty of learning, so as to promote every student can become a qualified pre-school educator.

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