

Exploration and Practice of Ideological and Political Education in Courses Based on OBE Concept: Taking the Course of "Coffee Tasting and Preparation" as an Example

Yanxia Liu¹ Lin Shi² Dingling Wang³

^{1,3} School of Tourism, Zhuhai College of Science and Technology, Zhuhai, Guangdong, China

² School of Marxism, Beijing Institute of Technology, Zhuhai, Zhuhai, Guangdong 519041, China

²Corresponding author.

ABSTRACT

In the context of economic globalization, the new generation of college students are increasingly exposed to new things, their thoughts are becoming more active, and the difficulty of ideological and political work is becoming greater. On the basis of the OBE concept, combined with the academic situation of higher education institutions and the teaching objectives of professional courses, this article systematically designs the teaching path of this course by extracting the ideological and political elements of the "Coffee Tasting and Preparation" course, integrating the "knowledge, skills, and ideological and political" three lines into the education model of coffee professional talent cultivation process.

Keywords: *Ideology and politics in courses, Coffee, Teaching implementation, Strengthening moral education and cultivating people.*

1. INTRODUCTION

Coffee was initially considered a very niche beverage. After years of localized development and continuous integration and innovation with Shanghai-style culture, when it comes to coffee, it has become a way of life and even a spiritual home in the eyes of young people. In this trend, integrating ideological and political concepts into the teaching of coffee courses in colleges and universities allows students to transform their knowledge and skills into internal moral and professional qualities on the basis of learning course knowledge, achieving a nourishing and silent educational effect.

2. DEFINITION OF RELEVANT CONCEPTS

2.1 OBE Education Concept

OBE (Outcomes-based Education) has been recognized and adopted by educational organizations and institutions in various countries since it was

proposed by Spady et al. in 1981 in the book "Results-based Teaching Management — From a Sociological Perspective". As a new educational paradigm centred on learning output, the OBE concept emphasizes the integration of knowledge, which is a reverse design based on the knowledge (ability) structure, enabling the curriculum system to support the knowledge structure, with clear goals and expected performance from the beginning of learning; Based on the evaluation results, OBE concept can timely modify, adjust, and respond flexibly to students' learning requirements; Centred around students, teachers use strategies such as demonstration, diagnosis, evaluation, feedback, and constructive intervention to refine and control each aspect of teaching layer by layer, guiding and assisting students in achieving expected results.

2.2 Ideology and Politics in Courses

The concept of ideology and politics in courses was first proposed by the Shanghai Municipal Party Committee and Government in 2014. The practice of ideological and political education in university

courses is not to add a new course, but to integrate ideological and political education into various links and aspects of curriculum teaching and reform, achieving strengthening moral education and cultivating people, and moistening things silently. (Gao Deyi & Zong Aidong, 2017) Many scholars have elaborated on the connotation of ideology and politics in courses from different perspectives. For example, in 2019, Zhao Jiwei defined "ideology and politics in courses" as a series of activities carried out through the platform of comprehensive and in-depth professional and general education courses in ideological and political education (Zhao Jiwei, 2017); Professor Qiu Weiguang from East China Normal University believes that ideology and politics in courses is a concept of ideological and political work, indicating that "the curriculum carries ideological and political education, and ideological and political education is embedded in the curriculum" (Qiu Weiguang, 2017). Scholars Gao Deyi and Zong Aidong believe that ideology and politics in courses is a curriculum concept, emphasizing that "ideological and political education in colleges and universities should be integrated into all aspects of curriculum teaching and reform, achieving the goal of strengthening moral education and cultivating people, and moistening things silently. (Gao Deyi & Zong Aidong, 2017)" Through reading, it is found that "ideology and politics in courses" is a new concept and teaching method of ideological and political education. While implementing the task of strengthening moral education and cultivating people, university teachers also face certain challenges in how to integrate moral education elements into professional courses, so that each subject bears the responsibility of educating people.

3. THE INHERENT REQUIREMENTS OF IDEOLOGY AND POLITICS IN COURSES OF "COFFEE TASTING AND PREPARATION"

This course is a comprehensive and practical application course that combines practical and theoretical aspects, scientific and artistic aspects, technical and ornamental aspects. Through the introduction of industrial development, teachers and schools should guide students to establish a holistic and holistic view, rather than being limited to brewing coffee just for simple brewing. For the extraction of coffee, it is necessary to guide students to strive for excellence, pursue excellence and perfection in their work, and pursue the spirit of craftsmanship. All these key points need to be focused on in the construction of ideology and

politics in courses. The inherent requirements of this case course are mainly divided into the following aspects:

3.1 The Construction of Ideology and Politics in Courses Should Have a Clear Main Line from a High Perspective

Under traditional teaching concepts, the first step in the teaching process is the selection of textbooks. Teachers mainly teach based on the content of textbooks, and the construction mode of courses is relatively single. There are varying degrees of divergence in the construction direction of various courses, and the main line is not clear enough. In teaching, there is no clear focus on the final learning outcomes that students can achieve after completing the learning process. In terms of teaching materials, this course is a self-compiled bibliography within the industry or a research report by senior industry experts. There is no "13th Five-Year Plan" teaching material with applied characteristics for ordinary higher education institutions in the market. The "Coffee Tasting and Preparation" course in the authors' universities is mainly aimed at students majoring in tourism and hotel. The course schedule varies in terms of semesters and class hours, with a typical weekly class hour of 2 sections. However, some vocational colleges have a weekly class hour of 3-4 sections. Therefore, ideology and politics in courses is both a requirement and a demand. The "Coffee Tasting and Preparation" course involves a lot of content, and many students are easily influenced by trends and trends such as materialism and hedonism. At the same time, coffee culture originated in the West. In the process of learning coffee culture, due to students' inability to have a correct understanding of history and a comprehensive view of the development of the coffee industry in China, as well as the localization of coffee culture, it is easy to develop the idea of blindly worshipping foreign countries. The lack of "Chinese culture" in the textbooks can be compensated by the ideology and politics in courses, which can help students to shine their eyes and see the essence through phenomena, enabling them to view problems with a more historical, objective, and comprehensive perspective, thereby enhancing cultural confidence.

3.2 Improving the Teaching System Around the Fundamental Task of Strengthening Moral Education and Cultivating People

According to research, there are relatively few undergraduate colleges offering this course, while

higher vocational colleges offer more, with the course duration of 64 hours. This course is an elective course offered by the authors' colleges, with a total of 16 class hours.

Over the past few years, in the process of achieving teaching objectives and building a teaching system, a multi-level iterative teaching design has been developed, as well as detailed, quantified, systematic, and dynamic course quality standards, so as to avoid students' ability to apply theory to practice remaining only in its infancy. Based on the actual situation of teaching and industry development, there is a must to implement strengthening moral education and cultivating people into classroom teaching, and work together with ideological and political courses to form a synergistic effect. At present, the integration of coffee related practical course teaching system and ideology and politics in courses in many colleges and universities are not ideal. The integration of ideology and politics in courses and coffee history and culture, basic knowledge of coffee, coffee baking and grinding, and extraction equipment for coffee extraction modules is not strong, and the content design lacks a result oriented approach, which leads to differences in understanding and importance between teachers and students. Therefore, in building a multi-level and three-dimensional teaching system, it is necessary to explore and expand the educational factors in various teaching links, implement ideology and politics in courses, and truly integrate it into the curriculum, rather than blindly copying. The following is a teaching design flowchart for a teaching case when this course is offered.

From teaching cases in “Figure 1”, teachers should introduce the high natural conditions required for coffee cultivation and growth, advocate love for nature, establish the development concept that green waters and mountains are golden mountains and silver mountains, and help students establish ecological and environmental awareness.

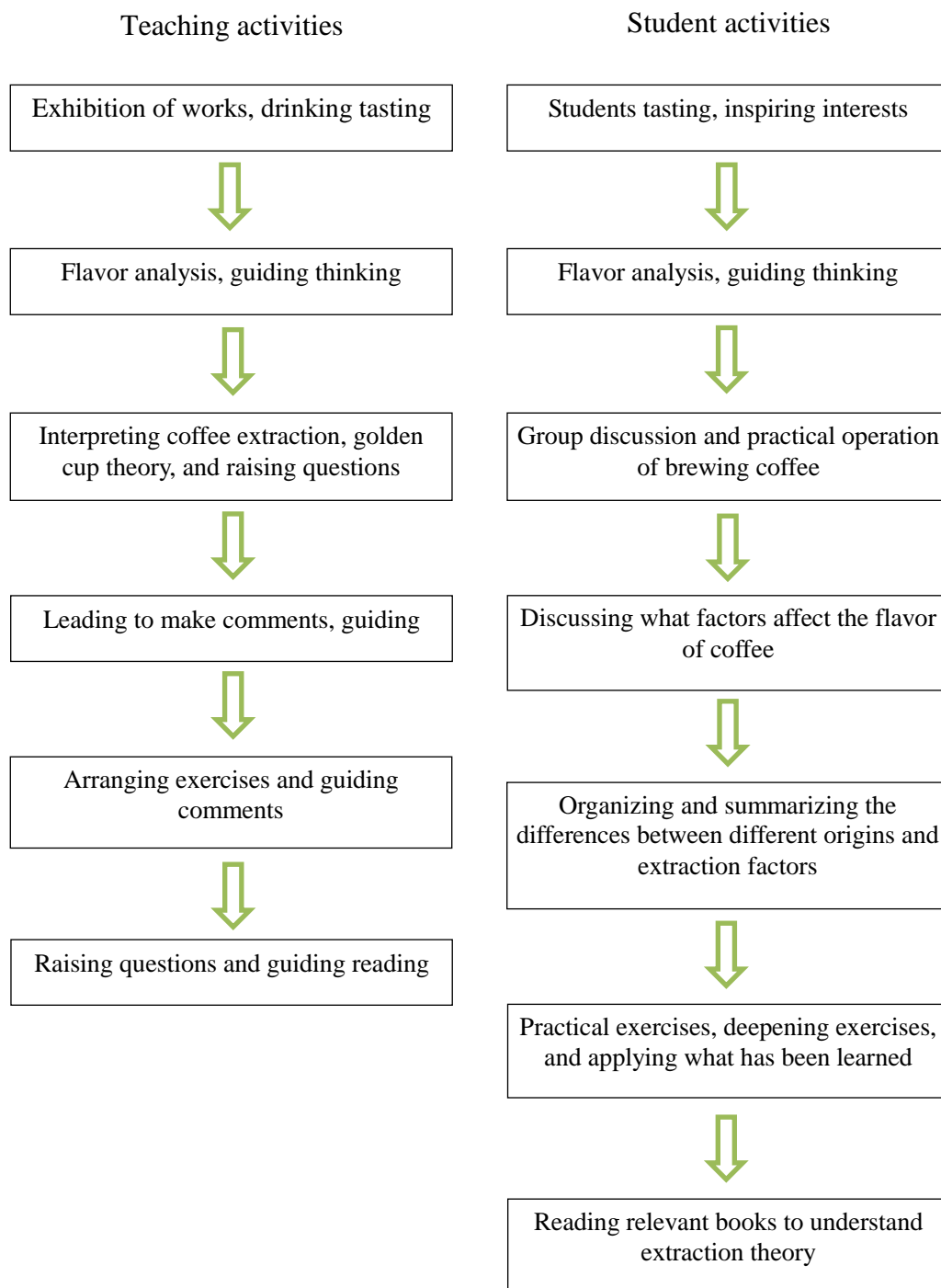


Figure 1 Teaching design flowchart.

a Made by the authors

3.3 Combining with Changes in the Times and Innovating Teaching Methods

Over the past four years, the practical time of this course has gradually increased, and under the concept of "doing in learning, learning in doing", students are

invited to participate in the "Collaborative Education Week" activities every semester, such as coffee brewing competitions, tourism and cultural festivals, coffee salons, and other series of activities. In this type of activity, students' organizational and coordination abilities, promotional abilities, budget and procurement of consumables, preparation of

coffee and cocktails, booth construction and layout, on-site control abilities, etc., have been greatly improved. Based on the OBE concept, this course aims to improve curriculum construction from the perspective of meeting social needs, continuously enhancing teachers' sense of mission and students' participation. Under the influence of the COVID-19 pandemic in the past three years, many courses have changed to online teaching, but it did bring some challenges to practical courses. In short, China is currently in an era characterized by innovation and reform. Teaching forms should adapt to the changes of the times, be diverse, and better meet the development needs of social regions.

3.4 Optimizing the Curriculum Supervision and Teaching Evaluation System

For courses with strong practicality, based on the OBE concept and teaching objectives, a variety of assessment methods have been designed, such as teaching and training in and out of school training bases, skill competitions, on-the-job internships, and temporary practical training. Each part is assessed according to regulations. It is necessary to develop a participation and assessment system for practical training activities, establish a training base system, reward students who perform well in practical training activities, and punish students who passively handle problems. Throughout the learning process of this course, there is still a lack of comprehensiveness in terms of student internships, skill competitions, and temporary practical training, and some students have managed to handle the situation.

4. CONSTRUCTION PATHS

4.1 Establishing an Education System That Links the "Education Chain, Talent Chain, and Industry Chain, and Innovation Chain"

In this course, there is a necessity to construct a teaching system that links the education chain, talent chain, industry chain, and innovation chain, adhering to the principle of "educating all employees, the entire process, and all aspects", in order to achieve the goal of strengthening moral education and cultivating people. There is also a necessity to attract experts from the coffee industry to participate in teaching, develop professional teaching outlines, increase the depth of enterprise collaboration in education, and accelerate the pace of integration of production and education. It is necessary to carry out

school enterprise cooperation classes, establish strategic cooperation with chain brand companies such as Luckin, Starbucks, and Pacific Coffee, and establish talent order classes such as "Luckin class", "Starbucks class", and "Pacific Coffee class" to benchmark cutting-edge talent standards in the coffee industry. There will be a must to establish a collaborative team of full-time and part-time teachers with a model of "theoretical experts+practical experts" and "university professors+industry elites" to cultivate students in a "high-level and wide-ranging" manner. There is also a must to establish a talent training quality feedback channel for students and enterprises, as well as a corporate internship appraisal and evaluation system, and embed the central idea of OBE concept "result-oriented" into the construction of the "Coffee Tasting and Preparation" course. The teaching content continuously aligns with new industry formats and job requirements (Li Jinhua, 2021).

Based on this, this article has refined the objectives of this course and improved the internal connection between the course objectives and learning outcomes. In order to develop reasonable course learning outcomes, this course considers various demands, including: 1. conducting a survey of course expectations on learners in the form of a questionnaire; 2. understanding the requirements for practitioners from the employer; 3. starting from several aspects such as professional talent positioning to grasp the expected learning outcomes of students. After organization, the authors summarize the following "Table 1".

Table 1. Expected learning outcomes of the course "Coffee Tasting and Preparation"

Classification of expected learning outcomes	Training objectives	Mastery level	Teaching strategies	Support for professional courses	Support for training objectives	
					Knowledge objectives	Ideological and political goals
Intellectual achievements	1) Understanding the types of coffee beans	Understand	Pre-class material search+classroom teaching+on-site observation	Providing support for courses related to hotel operations management, hotel catering management, beverage operations management, hotel revenue management, hotel banquet management, and services.	1. Understanding the types of coffee beans on the market 2. Selecting beans	1. Establishing a development concept of green mountains and clear waters, which is a golden and silver mountain; 2. Constructing awareness of ecological and environmental protection.
	2) Mastering the grinding and extraction theory of coffee beans	Key mastery	Classroom teaching + demonstration + practical operation		1. Mastering multiple variables of coffee extraction; 2. How to flexibly adjust variables and make black coffee suitable for drinking, in response to the shortcomings exhibited by black coffee.	Cultivating students' craftsmanship spirit of striving for excellence, meticulousness, and pursuit of perfection in their work.
	3) Mastering the principles and maintenance of various coffee utensils	Key mastery			Analyzing the usage principles and maintenance of different coffee utensils	
	4) Mastering the recipe for single coffee and espresso.	Key mastery			1. Mastering how to adjust the coffee making parameters to obtain a cup of coffee with rich flavor through different equipment extraction; 2. How to make fancy coffee.	
Skilled achievements	Blending and grinding machine	Mastery	Lecture + demonstration + practical operation	Mastering the changes in coffee flavor caused by the different degrees of coffee thickness.	Cultivating students' attitude of "clinging to details", perseverance in "perseverance", and the spirit of craftsmanship in striving for excellence, meticulousness, and pursuit of excellence in their work.	
	Proficient in hand flushing,	Proficient mastery		Mastering how to adjust coffee variables for		

	using siphon pots, Aile pressure vessels, Mocha pots, and French pressure vessels to make coffee.				different utensils.	
	Mastering Italian coffee, fancy coffee, creative coffee, and foam making.	Proficient mastery			1. Making Italian coffee; 2. Making fancy coffee and creative new products.	By studying and practicing coffee flower drawing, tasting, and making, it is aimed to cultivate students' innovative, dedicated, and happy work style.
Capability achievements	Enhancing one's employability and core competitiveness in the industry.	Mastery	Industry expert lectures + practical exercises + study tours		Mastering the grinding of coffee beans and the construction and brewing methods of hand brewed coffee, siphon style, Aile pressure, and mocha pots	Enabling students to achieve rational cognition and emotional resonance, in order to enhance
	Being able to provide guests with the ability to produce different coffee drinks according to their needs.	Mastery	Practical activities + on-the-job internship (order-based training)		1. Mastering coffee etiquette and ordering techniques, and understand the pros and cons of coffee for health; 2. Adopting flexible solutions based on specific problems and situations.	their focus on professional courses, enhance their interest in learning, and enhance their confidence in career development.

	Being able to collaborate to complete coffee skills competitions and coffee salons and other activities.	Understand	Practical activities	<ol style="list-style-type: none"> 1. Understanding the planning plan for coffee skill competitions or coffee salons; 2. Pre-activity preparation (procurement, budget, publicity and promotion, event arrangement, task division, etc.); 3. The actual control of the activity site and the ability to collaborate with each other; 4. Inventory tasks and summary after the activity ends. 	Improving students' own industry cognitive abilities; Gaining the quality of perseverance, excellence, focus and resilience, and the courage to innovate.
--	--	------------	----------------------	--	---

a Made by the authors.

4.2 Building Virtual Simulation Experimental Teaching Resources with Immersive Experience as the Main Focus to Achieve Subject Integration

The coffee culture is constantly declining in today's society, so a series of content scenarios should be created to meet the needs of audiences of all ages, such as sandbox simulation training that tends to focus on enterprise management, innovation and entrepreneurship comprehensive training that tends to focus on category innovation, and so on. By simulating the process of real enterprise management, students can deepen their understanding of the theoretical knowledge they have learned, cultivate and improve their ability to analyse and solve problems, and enable them to consciously reflect on practical problems and put forward their own opinions after completing the learning tasks of this course.

For example, the enterprise management sandbox simulation training can shape students' awareness and ability in operation and management, cultivate students' cognitive abilities in the enterprise operation environment and enterprise content processes, exercise students' job cognition and basic skills in work execution, establish a sense of division, cooperation, and win-win among team members, enhance students' understanding of the process of enterprise value creation, and master specific processes and methods to enhance enterprise execution.

4.3 Blended Teaching Supervision and Evaluation, and Promoting Curriculum Reform and Upgrading

In terms of teaching methods, emphasis should be placed on the combination of teaching and practice, that is, in addition to classroom teaching, on-site teaching such as experiments and practical training as well as on-the-job internships should be added, integrating "teaching, learning, and doing" to strengthen the cultivation of students' abilities. Therefore, modern educational technology and simulation of typical work tasks are needed in teaching methods; The methods used in the teaching process are flexible and diverse, such as project teaching, case teaching, simulation teaching, computer-aided teaching, on-site teaching, etc. Curriculum development should involve industry experts, and the entire curriculum system should truly integrate into industry enterprises, completing the design of the curriculum system from industry enterprises - employment positions - action areas - learning areas - learning contexts, guiding the application of micro-lecture and flipped classrooms, ability course modules, and systematic comprehensive training courses in the reform of the practical curriculum system. It is necessary to include in the evaluation system the execution effectiveness of students' specific operational projects and their ability to express job standards, the quality of coffee product creative books, the effectiveness of uploading product images and creating videos, etc. It is also necessary to incorporate the core elements of

"craftsmanship, innovation awareness, and return to purity" in the coffee industry into assessment indicators, comprehensively evaluate students' learning outcomes while echoing the OBE concept, achieve a positive interaction between learning outcomes and teacher teaching quality during the teaching process, and serve as a basis for subsequent

teaching reforms and effectiveness of ideology and politics in courses, which will be conducive to improving the overall teaching effectiveness. The following "Table 2" shows the evaluation methods for the grades of this course, which are divided into two aspects: theoretical knowledge assessment and practical assessment.

Table 2. List of course score evaluation

Assessment category		Assessment standards		Proportion
Learning process	learning attitude	Ordinary attitude	1. Attending and leaving classes on time without unreasonable absenteeism.	4%
			2. Actively participating in classroom learning and conscientiously completing various practical exercises.	3%
			3. Actively thinking and being able to answer questions correctly.	3%
	Course work	Regular assignment	1. Submitting assignments on time and ensuring they are complete and correct.	4%
			2. Completing the group brewing exercise.	6%
			3. Organizing and participating in collaborative coffee salon activities or going to coffee shops for short-term practice, while paying attention to teamwork.	5%
Mid-term examination	Mid-term examination	1. Submitting a coffee taste experience report of no less than 3000 words.	20%	
		2. Being proficient in mastering the taught coffee extraction operation skills.	10%	
Learning efficiency	Final examination	Final examination	1. Based on the brewing equipment learned, independently making a cup of black coffee or creative coffee, and being able to proficiently master the theory of coffee extraction.	35%
	Satisfaction survey questionnaire of ideology and politics in courses	Student survey questionnaire of ideology and politics in courses	1. Completing a satisfaction survey questionnaire of ideology and politics in courses.	10%

a Made by the authors

5. CONCLUSION

The curriculum is student-centred and establishes an OBE result-oriented education concept that is adapted to the changes in the coffee industry, which clarifies how to implement the OBE concept in the process of "teaching, learning, and doing" from the five dimensions of "major, curriculum, teaching, internship, and employment", in order to establish a closely connected "education chain, talent chain,

industry chain, and innovation chain" of strengthening moral education and cultivating people system, establish a talent cultivation model of industry education integration and collaborative education, and achieve seamless integration between professional chain and industry chain, course content and professional standards, teaching process and production process. By deepening the reform of talent cultivation plans and curriculum systems, cultivating students' technical skills and innovation and

entrepreneurship abilities, transforming the practical teaching content from the original "knowledge-based" to "autonomous operation", and transforming the teaching mode from "teacher-centred" to "student-centred", it can truly improve the level of curriculum teaching and the quality of talent cultivation, in order to achieve the dual cultivation of students' professional abilities and values.

ACKNOWLEDGMENTS

2020 School of Tourism of Zhuhai College of Science and Technology Course Ideological and Political Pilot College, Project ID: KCSZ2020001.

REFERENCES

- [1] Gao Deyi, Zong Aidong, From Ideological and Political Courses to Course Ideological and Political Courses: Constructing the Curriculum System of Ideological and Political Education in Colleges and Universities from a Strategic Height. *China Higher Education*, 2017: (01): 43-46.
- [2] Zhao Jiwei, Ideology and Politics in Courses: Meaning, Concept, Problems and Countermeasures. *Journal of Hubei University of Economics*, 2017: (02): 114-119.
- [3] Qiu Weiguang, The Value Connotation and Generation Path of Ideology and Politics in Courses. *Theory of Ideological and Political Education*, 2017: 07.
- [4] Li Jinhua, Research on Ideological and Political Construction of Enterprise Simulation Comprehensive Experiment (VBSE) Course Based on OBE Concept. *China Management Informationization*, 2021: (19), 223-225.