

Exploration on Curriculum Ideological and Political Education Reform of Recreation and Leisure Management for Undergraduate Joint Training Program under the OBE Concept

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Abstract: Against the backdrop of the joint cultivation of undergraduates by universities in Foshan and Macao, in view of the problems in the curriculum ideological and political education (CIPE) of the Recreation and Leisure Management course, and guided by the OBE concept, this article determines the ideological and political learning outcomes through reverse design, integrates ideological and political elements into course modules, innovates practical teaching strategies, reconstructs the outcome evaluation system, and carries out the CIPE reform of the course. As verified by the practice of the 2024 joint training class with 37 students divided into 5 mixed practical training groups, the educational effect has been significantly improved, which can provide a reference for the CIPE development of similar courses.

Keywords: OBE Concept; Joint Training; Recreation and Leisure Management; Curriculum Ideological and Political Education

I. Introduction

With the rapid iteration of the leisure economy, Mainland-Hong Kong-Macao joint education programs have become an important way to cultivate high-quality tourism and leisure management talents. Foshan University and Macao University of Tourism, leveraging the geographical strengths of the Guangdong-Hong Kong-Macao Greater Bay Area (Greater Bay Area or GBA), implemented a joint training project, and set up a professional compulsory course, Recreation and Leisure Management in the undergraduate joint training class. The course content covers leisure rights, demand, industry, culture, policy, etc., and has the characteristics of multi-disciplinary and cross-field integration. Based on the OBE concept, this article carries out reform design and practical reflection on curriculum ideological and political education.

II. Analysis of the Current Situation of Curriculum Ideological and Political Education

By examining the ideological and political construction of the Recreation and Leisure Management course, it can be found that it has long been centered on knowledge transfer, and the embedding of ideological and political elements appears fragmented and has not formed a cohesive system. There is a gap between the current practice and the OBE concept and joint training goals. For example, the teaching objectives are vague, and teachers often simplify value orientation to policy propaganda without being translated into measurable indicators. They only teach the concept of leisure economy but do not guide the discussion of its connection with people's livelihood and cultural innovation; when teaching leisure constraints, they do not incorporate the needs of disadvantaged groups

to inspire thinking on social equity. The elements are mechanically integrated, and slogans such as "cultural confidence" are directly implanted in the teaching of Western leisure history, with no comparative analysis between Eastern and Western cultures provided; when content on resource development is taught, the concept of sustainable development is not integrated into mobile classroom sessions; when leisure culture is taught, the connotation of local culture is not explored. The teaching methods are monotonous, relying heavily on teacher-centered lecturing and ignoring case analysis, group research, etc., which makes it difficult to meet the multicultural needs of students; empirical observations further reveal that more than 80% of students in this joint training class have experience in cross-border cultural tourism consumption and travel, yet fewer than 20% of students take the initiative to engage in discussions and speak in class; in the practical training session, the differences between Foshan and Macao are not analyzed. After the mobile class is over, students are only required to submit reports, an arrangement that fails to foster in-depth critical reflection. The evaluation system lacks outcome orientation, with the final assessment accounting for 70% of the total grade. It focuses on knowledge memory and lacks effective evaluation of value identification, professional ethics, etc.; process evaluation is merely a formality, without qualitative records, and the effect of CIPE is obscured; surveys show that only 15% of teachers fully record students' ideological and political performance in class.

III. Reform Design of CIPE under the OBE Concept

The OBE concept takes outcome orientation, student-centeredness and continuous improvement as its core, and is highly consistent with the ideological and political goals of the course. The course content

extends from the concept of leisure to social vision, matching OBE's thinking of starting with the end in mind. The CIPE of this course is implemented based on the OBE concept, aiming to cultivate applied talents with international vision, patriotic sentiment, cultural confidence and professional ethics. Existing research has emphasized that CIPE should focus on outcomes and students as the main body. The key is to implement reverse design; moreover, the teaching design needs to answer questions such as learning outcomes and the path to achieve them. Accordingly, the reform path of this course is as follows.

A. Reverse Design to Define Ideological and Political Learning Outcomes

Adhering to the principle of "taking learning outcomes as the core of classroom instruction" and taking into account the reality of the course, this study determined five major ideological and political learning outcomes, with corresponding implementation approaches. National identity: based on leisure policies and rights regulations, sort out the internal connection between national strategies and Greater Bay Area planning, and guide students to foster recognition of Chinese-style modernization; Cultural confidence: by comparing Eastern and Western leisure cultures and implementing mobile classrooms, guide students to inherit China's excellent traditional leisure culture and recognize the value of local leisure culture; Professional ethics: combining moral constraints, leisure constraints faced by disadvantaged groups and sustainable use of resources, allow students to establish awareness of green leisure, social responsibility and industry norms; Innovation awareness: combined with product development and planning training, grasp the needs of young people and cultivate their innovative design capabilities to serve a better life; Cross-cultural literacy: by learning the differences between international charters and leisure policies,

lead students to understand the development logic of different leisure cultures, and cultivate tolerance and integration capabilities. The above five dimensions constitute an outcome-oriented CIPE framework.

B. Value System Construction and In-Depth Exploration of Ideological and Political Elements

Integrate ideological and political elements into the teaching design by module and chapter, but rigid embedding is avoided. Specifically, in the basic theory module (Chapter 1 to 5), through writing, debate, research, etc., students are guided to understand the multiple values of leisure, and develop legal awareness, health concepts, public supply and care for disadvantaged groups involved, and the transformation of knowledge into value is promoted in teaching. In the practical application module (Chapter 6 to 11), by arranging mobile classrooms and designing sustainable leisure development plans, teachers integrate Lingnan heritage into practical teaching, cultivate patriotic sentiment and cultural consciousness, thereby guiding students to realize public interests and social equity. In the governance perspective module (Chapter 12 to 15), students are led to investigate various leisure policies to enhance institutional confidence, shape legal thinking, and cultivate a sense of industry mission. The above combines classroom learning and practical training to cultivate students' core values, cultural confidence, local affection and social responsibility, forming a chain of ideological and political education courses that integrates cognition, experience and creation. Finally, each group is required to submit a research paper of no less than 3,000 words.

C. Teaching Strategy Innovation to Highlight Student Subjectivity

The first is project-driven learning, which focuses on the planning of leisure projects in the Greater Bay Area and the protection of the rights and interests of disadvantaged groups. It integrates

ideological and political elements into the program design and explains the value of leisure culture to achieve "learning by doing". The second is case teaching and situational simulation, supplementing Macao's leisure culture cases, and deepening students' awareness of the rule of law and cross-cultural leisure ethics through impromptu debates, role-playing and other methods. The third is comparing leisure practices across Eastern/Western and Foshan/Macao contexts in terms of history, policy, lifestyle, and other aspect, so as to cultivate students' respect for and ability to integrate the diversity of leisure cultures. Fourth, the mobile classroom is linked with the second classroom to lead students to conduct on-site inspections of local leisure projects and participate in community services and industry lectures to complete research and plan writing. The fifth is cross-school collaborative teaching. Teachers from the two places divide their tasks and cooperate, jointly build resources, jointly teach and research, and cultivate students' patriotic sentiment and international perspective from different perspectives.

D. Evaluation System Reconstruction and Continuous Improvement Mechanism

Construct a multi-evaluation system consisting of process evaluation (accounting for 40%), summative evaluation (accounting for 40%), and multi-subject evaluation (accounting for 20%). Among them, process evaluation includes classroom teaching and three practical training sessions, focusing on examining students' performance at the ideological and political level. Summative evaluation includes open-book examinations, case analysis, after-class discussions, project design, etc., combining knowledge assessment with literacy evaluation. Multi-subject evaluation introduces evaluations from industry mentors (accounting for 8%) and communities (accounting for 4%), as well as student self-evaluation (accounting for 4%) and

peer evaluation (accounting for 4%), and examines students' professional ethics and value orientation. At the end of the semester, a review of learning outcome achievement is conducted, suggestions are collected through questionnaire interviews, and ideological and political integration nodes and indicators are dynamically adjusted to establish a continuous improvement mechanism.

IV. Practical Exploration and Effect Review

Taking the 2024 joint training class with 37 students divided into 5 mixed practical training groups as the research object, the study carried out a complete teaching practice by revising the teaching calendar and implementing ideological and political reforms of the curriculum. Specifically, this article clarified the outcome scale, implemented mixed grouping, incorporated special discussions, debates, surveys, etc. chapter by chapter, and implemented a trinity of multiple evaluations, which ultimately showed good results.

The reform effectiveness is mainly reflected in the significant improvement in students' national identity, cultural confidence, social responsibility and cross-cultural competence. Student works such as "Leisure Route Design integrating Foshan Intangible Cultural Heritage and Macao Culture" reflect respect for and the utilization of cultural diversity. The average grades of students have improved, the scores of case analysis and project design assignments have improved significantly, and their practical and innovative abilities have been enhanced. Specifically, after the curriculum reform, the class average final score stood at 81.3 points, rising by 6.2 points overall compared with that before the reform. Among them, the scores for essay questions increased from 35 points in previous years to 42 points, representing a growth rate of 20%. The implementation of the CIPE reform in

the Recreation and Leisure Management course has formed a CIPE system that combines "reverse design, forward implementation, and continuous improvement" guided by the OBE concept, effectively solving problems such as vague course goals, rigid embedding, and lack of evaluation.

However, there are still deficiencies that need to be addressed. Teachers' capacity to incorporate ideological and political elements and cross-cultural teaching capabilities need to be improved. The frequency of cross-institutional collaboration needs to be increased, and the supporting communication mechanisms need to be optimized. There is room for refinement in the detailed handling of evaluation indicators, which only three out of the 12 indicators are qualitative descriptive indicators, leading to limited accuracy in assessing students' internal value recognition. In the future, special training for teachers in both places will be strengthened, collaborative teaching and research and resource sharing will be deepened, qualitative evaluation will be improved, and evaluation accuracy and operability will be improved.

V. Conclusion

Consistent with the progressive design of knowledge, ability, and literacy of Recreation and Leisure Management, the OBE concept can systematize ideological and political resources such as leisure rights, fairness, and culture in the curriculum, thereby achieving immersive education. The joint training program between Foshan University and Macao University of Tourism provides a unique platform for fostering students' cross-cultural understanding and patriotic sentiment. Multiple strategies can transform cultural differences into educational resources. Improving the scientific nature of the evaluation mechanism will help promote CIPE from general requirements to specific

objectives. In the future, it is necessary to continue to optimize the ideological and political content and evaluation methods of courses, and integrate moral education into the entire talent training process.

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