https://doi.org/10.37420/j.cer.2024.103

Exploration of the Flipped Classroom Teaching Model Based on the OBE Concept — A Case Study of the "Internal Trainer Training" Course

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At present,there are some problems in the training courses for the enterprises, such as unclear teaching objectives,lack of depth and simple teaching methods. Based on the concept of "Outcome-based Education", student-centered and teacher-oriented,combined with various information technology,the paper proposes the "One Two Three" teaching reform model,to achieve the goal of teaching,and improving the ability of internal trainers.

Keywords:
OBE; Outcome-based Education; Flipped Classroom; Internal Trainer Training

1. Introduction

In corporate training, internal trainers are the key participants, and the goal of such training is to cultivate high-quality internal trainers. The flipped classroom, a newly emerging teaching model in recent years, offers several advantages over traditional classrooms. It provides personalized services to students and offers greater flexibility for teachers. The integration of online and offline elements in the flipped classroom model facilitates time and space convenience, granting both teachers and students more autonomy in these areas. This approach enhances the efficiency of educational resource allocation and usage, aligning with the implementation of the Outcome-Based Education (OBE) concept. However, the effective construction of a flipped classroom teaching model centered on "internal trainer training" remains a challenge that warrants further research.

2. Existing Issues in the "Internal Trainer Training" Course for Tobacco Enterprises

Developing internal trainers in enterprises is not an easy task. Without careful attention, it can easily become formalized and lead to the waste of human and material resources. In the training process for internal trainers in the tobacco industry, several issues need to be addressed in order to ensure that trainers gain meaningful skills and can truly add value.

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Firstly, the teaching objectives are often unclear. The objectives are too broad and general, lacking smaller, more specific goals categorized by level or type. The objective of the "internal trainer training" course is to cultivate a team of professional internal trainers who are both willing and capable, while general courses focus more on the trainees mastering specific "skills" and "techniques." These overarching goals may be misaligned with the actual needs and demands of the job positions.

Secondly, the teaching content lacks depth. The course material does not reflect an output-oriented approach and remains too basic. There is a lack of in-depth, high-quality courses and insufficient consideration of how knowledge points can be integrated. Basic courses are helpful for new employees but fail to engage more experienced employees who already possess the relevant knowledge and skills.

Lastly, the teaching methods need improvement. Most training still follows the traditional classroom model, which is teacher-centered and relies heavily on lecture-style, one-way teaching. Students are treated as passive containers of knowledge, and there is little room for personalized learning. This approach places too much emphasis on the delivery of knowledge, neglecting interaction and inspiration, and overlooks the development of students' comprehensive abilities and overall quality.

3. The Organic Integration of OBE and Flipped Classroom Models

3.1 OBE Concept

Outcome-Based Education (OBE) is an educational philosophy centered on "student-centered learning and results-oriented outcomes." Since its introduction by educators in 1994, it has gained widespread acceptance in both educational and corporate training settings. The core principle of OBE is to focus on the desired outcomes of education, ensuring that both teaching activities and course designs are planned in advance, with a clear emphasis on the final learning outcomes. This approach requires a well-defined and structured teaching process that aligns with these outcomes.

OBE places a strong emphasis on the results of learning, but it also values the learning process itself. It integrates knowledge, while also taking into account the individual differences of students and ensuring that these differences are effectively incorporated into both the teaching process and the achievement of learning goals. In the context of corporate training, the OBE philosophy focuses on the specific needs and standards for internal trainers. It defines what trainers should learn, sets expectations for learning outcomes, and clarifies the teaching objectives. This leads to a restructured approach to course content, instructional design, and performance assessment. The central focus of instructional design shifts from what the teacher teaches to what the internal trainer learns, with an emphasis on developing teaching skills and enhancing the comprehensive abilities of the trainers.

3.2 Flipped Classroom

The flipped classroom is a novel teaching model that combines traditional in-person teaching with online learning. It reverses the conventional approach by shifting typical homework tasks to the pre-class stage, where students engage in self-directed learning by watching instructional videos or pondering questions set by the teacher. Before attending class, students learn new content through videos, readings, or other forms of

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self-study. In class, teachers guide students in discussions, collaborative problem-solving, and the exchange of ideas, enabling them to collectively find solutions to problems.

This model fosters the development of students' self-learning abilities and problem-solving skills, supports personalized learning, and enhances the efficiency of learning through greater interaction between students and teachers. The flipped classroom contrasts with traditional teaching methods, as shown in Table 1:

Table 1: Comparison of Key Elements Between Traditional and Flipped Classrooms

Traditional Classroom	Flipped Classroom
Teacher	Classroom leader, knowledge provider
Student	Passive receiver
Teaching Format	Lectures, homework assignments
Teaching Content	Knowledge explanation, delivery
Teaching Technology	PPT, content presentation
Assessment	Post-class satisfaction surveys

In a traditional classroom, the teacher is the central authority, primarily responsible for delivering knowledge, while students are passive recipients of this knowledge. The teaching format predominantly consists of lectures. In contrast, a flipped classroom reverses this structure: the teacher serves as a guide and facilitator of the learning experience, while students take an active role in exploring and discovering knowledge. The teaching format shifts to emphasize pre-class self-study and in-class exploration, with the content focusing on simulated experiences and problem-solving. Both approaches have distinct emphases and complement each other.

3.3 Advantages of the Organic Integration of the OBE Concept and the Flipped Classroom

The OBE (Outcome-Based Education) concept emphasizes "student-centeredness," "results-oriented goals," and "continuous improvement," transforming the traditional "teaching-centered" model into a "learning-centered" one. This aligns with the student-centered approach of the flipped classroom. Both models challenge conventional teaching methods and prioritize student engagement, with the key advantage being the shift of control over the learning process to the students, allowing education to return to its fundamental purpose of learning.

(1)Student-Centered Focus, Enhancing Autonomous Learning

The flipped classroom inverts the traditional model by encouraging students to independently learn new content before class. Classroom time is then dedicated to practical application and discussion. This structure positions students as active participants, which enhances their engagement and significantly improves their

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ability to learn autonomously.

(2)Results-Oriented, Focused on Practical Application

The OBE concept emphasizes the importance of guiding students through practical application and skill development alongside theoretical learning. This aligns with the flipped classroom's emphasis on enhancing student interaction and practical skills. By preparing with self-study before class, students enter the classroom with questions, which they can then discuss and solve collaboratively, leading to a deeper understanding and mastery of the material.

(3)Driven by Continuous Improvement, Supporting Personalized Development

The OBE philosophy ensures that each student's learning outcomes meet predefined goals, while the flipped classroom provides students the flexibility to tailor their learning experiences based on personal interests and learning paces. This combination offers personalized learning paths and support for students, accommodating their individual needs and fostering their unique educational development.

4. Construction of the Flipped Classroom Teaching Model Based on the OBE Concept

This paper uses the OBE (Outcome-Based Education) concept as the foundation for constructing a flipped classroom teaching model tailored to the professional needs of internal trainer training. The model is designed around the "One Foundation, Two Integrations, Three Stages" framework. "One Foundation" refers to the establishment of teaching objectives, emphasizing the importance of the final learning outcomes and focusing on results. "Two Integrations" involves analyzing the internal trainer training course from both theoretical and practical perspectives. "Three Stages" refers to the three phases of the teaching process: pre-class preparation, in-class implementation, and post-class enhancement. This teaching model aims to enhance the professional competence, teaching skills, and practical application abilities of internal trainers, with the goal of providing efficient and effective support for training programs in the tobacco industry.

4.1 One Foundation: Educational Objectives

The "One Foundation" refers to the establishment of teaching objectives. Based on surveys, the teaching content is aligned with the key requirements for internal trainers. The objectives are designed from the perspectives of outcome transformation and the needs of the enterprise. These objectives are divided into four categories: knowledge objectives, ability objectives, competency objectives, and output objectives. As illustrated in Figure 2, the teaching goals are defined to ensure comprehensive support for internal trainers' development.

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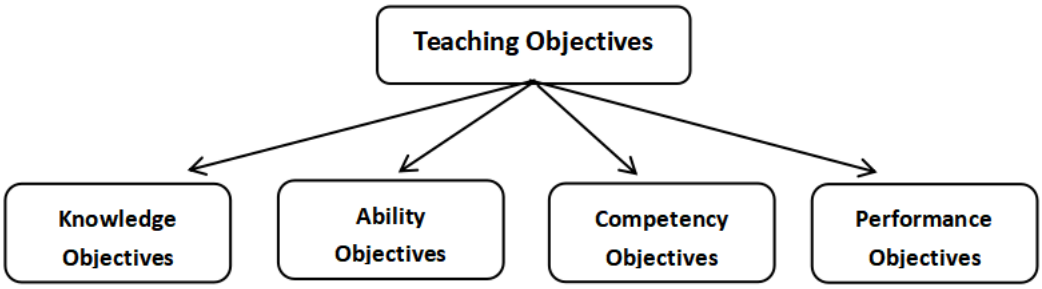


Figure 2: Structure of Teaching Objectives

(1) Knowledge Objectives: These refer to the acquisition of fundamental teaching theories and techniques. Through systematic training, internal trainers are expected to understand and master essential pedagogical theories and teaching methods, enabling them to apply these concepts proficiently in practice.

(2) Ability Objectives: These focus on enhancing course design and development skills. The goal is to help internal trainers design training programs tailored to the specific needs of different organizations, ensuring that the training content maximizes the transfer of departmental, project, and technical knowledge, thereby preserving valuable intellectual capital.

(3) Competency Objectives: These are aimed at improving professional qualities and management skills. The training program seeks to enhance the professional conduct and managerial competence of internal trainers, enabling them to implement effective management practices and promote corporate culture within the organization.

(4) Performance Objectives: The training is designed to improve the professional expertise and teaching techniques of internal trainers, encouraging them to develop their own unique teaching methods that are adaptable to different training contexts and needs. This, in turn, helps enhance the business capabilities and overall competence of employees in the industry.

In summary, the teaching objectives of the internal trainer training program encompass not only the mastery of teaching theories and techniques but also multiple dimensions such as course design, professional development, knowledge management, and quality assessment. The aim is to comprehensively enhance the capabilities of internal trainers to continually meet the high-quality development needs of industry training programs.

4.2 The "Two Integrations": Teaching Content

The "Two Integrations" focus on the application of the Outcome-Based Education (OBE) philosophy, emphasizing the conversion of practical application effects. It involves determining the teaching content from both theoretical and practical perspectives. The OBE philosophy requires that teaching content be restructured based on the expected learning outcomes. The content must be selectively curated and expanded according to these outcome goals, meaning that it is necessary to determine what will be taught and how certain knowledge and training will enable the achievement of the anticipated learning results. Based on the course objectives, the content of the internal trainer training program is organized as shown in Table 3:

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Table 3: Specific Teaching Content

Objective	Training Content	Training Methods
Theoretical Level	Understanding what it is: content of modern corporate training, core responsibilities and main tasks of corporate training, educational management, definition of internal trainers, etc.	Primarily lecture-based, case studies, discussions, video teaching, etc.
Practical Level	Understanding how to do it: course design and development, teaching techniques, case discussions and role-playing, communication skills, team building, professional image creation, training in specific fields, etc.	Supplemented by lectures, interactive lectures, group discussions, interactive games, action learning, guided practice, etc.

(1) Theoretical Teaching Objectives: The primary goal at the theoretical level is to teach internal trainers to "understand what it is." The training content focuses on macro-level theories, including topics such as the content of modern corporate training, the core responsibilities and key tasks of corporate training, educational management, and the definition of internal trainers. For example, in the course on course design and development, the content includes theoretical knowledge on designing course frameworks, editing handouts, and creating PowerPoint presentations. Training methods typically involve lectures by instructors, case studies, group discussions, and sometimes include video-based teaching.

(2) Practical Teaching Objectives: The goal at the practical level is to teach internal trainers "how to do it." The training content includes course design and development, teaching techniques, case discussions and role-playing, communication skills, team building, professional image creation, and sector-specific training. For example, the teaching techniques course focuses on language expression, pronunciation training, live interaction facilitation, and classroom management skills, offering concrete guidance. Training methods are diverse and tailored to the needs of each phase. Emphasis is placed on interaction between the instructor and the internal trainers, with methods such as group discussions, interactive games, and guided practice sessions commonly used.

4.3 Three Stages: Pre-Class Preparation, In-Class Implementation, and Post-Class Enhancement

The "Three Stages" refer to key phases in the teaching process that effectively manifest the flipped classroom model. In this process, the roles of teachers and internal trainers are reversed, with students taking the initiative in their learning. This model leverages modern educational technologies, seamlessly integrating online learning with traditional classroom instruction, as outlined below.

4.3.1 Pre-Class Preparation Phase

The flipped classroom is set up on the online platform of the academy. Learning materials include basic operation videos, business explanations, selected case studies, and study tasks. Before class, the teacher uploads course materials to the platform, and internal trainers complete pre-class learning autonomously. Through self-study, internal trainers gain a preliminary understanding and awareness of the course content, which effectively saves classroom time. Any questions arising during self-study can be addressed in the classroom's interactive zone, where trainers can engage with the teacher and classmates. Teachers can monitor trainers'

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task completion and identify common questions via the platform, adjusting the teaching content based on feedback as needed.

4.3.2 In-Class Implementation Phase

The first step involves internal trainers presenting their reports to begin the lesson. The report includes an overview of the theoretical knowledge needed for the learning task, case analysis, the completion status of study tasks, and any issues encountered during the learning process. The second step is for the teacher to guide internal trainers in discussing the report content, encouraging independent thinking to address issues encountered during learning and practice, while supplementing the key points and challenges of the lesson. The third step involves the teacher reviewing and guiding internal trainers through practical exercises, evaluating their understanding and application of the knowledge. Finally, post-class reflection questions are assigned, and the lesson concludes. The integrated "Report—Discussion—Clarification—Practical Application" teaching flow enhances students' theoretical understanding and mastery of basic skills.

4.3.3 Post-Class Enhancement Phase

After class, internal trainers are required to conduct self-checks and reflections, revising and refining the tasks they completed. Teachers design extension tasks based on the lesson’s key points, encouraging trainers to address problems through research, thereby training their innovative thinking skills. Internal trainers should carefully complete the post-class assignments, reviewing and consolidating the knowledge learned during class, deepening their understanding of the course content, and verifying whether they have internalized the knowledge and can translate theoretical knowledge into practical application. Teachers should also reflect on the internal trainers’ learning status and outcomes, making timely adjustments to the instructional design.

4.4 Improving the Evaluation Mechanism

The evaluation of learning outcomes serves as both an assessment of learning effectiveness and the starting point for continuous improvement. Only through assessment and continuous enhancement can the ultimate goals be achieved. Therefore, the evaluation methods under the OBE framework should transition from a singular to a diversified approach, forming a comprehensive evaluation mechanism.

(1) Combination of Formative and Summative Assessment

Formative assessment evaluates the internal trainers' performance throughout the learning process, including their online learning and feedback, participation in classroom discussions, PPT presentations of learning outcomes, and completion of post-class assignments. Summative assessment refers to annual evaluations, which should include theoretical knowledge tests and comprehensive questions assessing the application of knowledge.

(2) Combination of Quantitative and Qualitative Assessment

Quantitative assessment primarily measures internal trainers' learning outcomes through scores. This includes classroom participation, annual assessment results, as well as achievements such as teaching hours, excellent courseware production, and paper awards. Qualitative assessment is conducted through surveys to

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gain in-depth insights into trainers' learning experiences and mastery of course material, thereby providing more detailed and richer evaluation data.

(3) Combination of Teacher Evaluation and Other Stakeholder Evaluations

To ensure fairness and objectivity, evaluation must involve multiple stakeholders. Therefore, an evaluation method combining teacher assessments, self-evaluations by internal trainers, evaluations from trainers' managers, and assessments by enterprise trainees should be adopted for a multidimensional evaluation approach. Modern technological tools should be employed to assist with evaluation, utilizing SPSS data analysis to determine the composition and weighting of scores, leading to more efficient and convenient final performance assessments.

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