

Article

Research on the Construction and Effectiveness of a Comprehensive Educational System Integrating Ideological Education with Professional Courses for Nursing Majors at the Undergraduate Level, Based on the OBE (Outcomes-Based Education) Philosophy

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Abstract: The Outcome-Based Education (OBE) philosophy emphasizes a student-centered approach focused on learning outcomes, highlighting the achievement of educational objectives and continuous improvement. It represents a pivotal concept in contemporary advancements of vocational undergraduate education. The vocational nursing program plays a critical role in cultivating high-level technical and skilled nursing professionals. This requires not only the enhanced development of specialized knowledge and practical clinical skills but also a strong emphasis on fostering professional ethics, humanistic literacy, and comprehensive value systems. Addressing existing challenges in ideological and political education within nursing curricula—including unclear goal orientation, insufficient curriculum integration, inadequate practical training frameworks, and underdeveloped evaluation mechanisms—this study proposes establishing a comprehensive OBE-based educational system tailored for vocational nursing programs. Guided by specific graduation requirements and overarching educational objectives, this proposed system prioritizes the achievement of ideological and political education goals. It accomplishes this through restructuring educational objectives, optimizing curriculum design, innovating practical training approaches, and improving comprehensive evaluation mechanisms, thereby achieving a deep integration of ideological education with professional training. Practical outcomes demonstrate that this integrated system significantly enhances students' professional identity, humanistic competence, social responsibility awareness, and overall job competency. Ultimately, it fosters the synergistic development of value cultivation, knowledge acquisition, and skill enhancement. These findings provide novel insights and practical references for advancing ideological and political education in vocational nursing programs.

Keywords: obe philosophy; vocational education; nursing program; ideological education; educational process

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1. Introduction

With the ongoing development of vocational education in the current era, undergraduate vocational education has emerged as a pivotal element within the modern vocational education framework. This educational tier is instrumental in preparing highly skilled professionals who are equipped with technical expertise and ethical values, while also fulfilling the fundamental objective of instilling moral virtues through education. Among the various disciplines within undergraduate vocational education, nursing plays a particularly significant role, as the quality of nursing talent cultivation directly influences the effectiveness of healthcare services and the overall safety of public health systems. Consequently, the challenge of nurturing nursing professionals who exhibit a

balanced combination of technical proficiency, ethical integrity, and a profound sense of social responsibility has become a central concern in the evolution of undergraduate nursing education [1, 2].

Curriculum-based ideological and political education represents a key strategy in the transformation of educational practices within higher education institutions in the current era. This approach offers a meaningful avenue for integrating the transmission of knowledge, the development of professional competencies, and the cultivation of values into a cohesive educational framework. Despite its potential, the implementation of curriculum-based ideological and political education within vocational undergraduate nursing programs faces several obstacles. These include a lack of alignment between its intended objectives and the overarching goals of talent development, insufficient integration of relevant ideological and political elements into the curriculum, limited effectiveness in practical teaching methods aimed at fostering holistic student growth, and the absence of a comprehensive evaluation mechanism [2]. These challenges collectively hinder the ability of this educational approach to achieve its intended impact, necessitating a reevaluation and refinement of its methodologies.

The Outcomes-Based Education (OBE) philosophy advocates for a student-centered approach to learning, emphasizing the principles of reverse design, forward implementation, and continuous improvement. This framework integrates educational objectives throughout the entire process of talent cultivation, ensuring that learning outcomes are clearly defined and systematically pursued. By applying the OBE model to curriculum-based ideological and political education, it becomes possible to address critical issues such as ambiguous objectives, fragmented implementation strategies, and insufficient feedback mechanisms in evaluation processes. This transition from experience-driven methods to outcome-oriented approaches enables a more structured and effective educational system. Developing a comprehensive OBE-based framework for ideological and political education within undergraduate nursing programs is essential for improving the quality of nursing talent cultivation. Furthermore, it contributes to the broader goal of advancing the high-quality development of vocational undergraduate education, ensuring that graduates are well-prepared to meet the demands of the healthcare sector and society at large.

2. Analysis of the Compatibility between OBE Philosophy and the Integration of Ideological and Political Education in Nursing Curriculum at the Professional Undergraduate Level

2.1. The OBE Philosophy Provides a Clear Direction for the Development of Ideological and Political Education within Curricula.

The Outcomes-Based Education (OBE) philosophy emphasizes structuring educational activities around the ultimate learning outcomes of students. Its core components include defining clear training objectives, designing pathways for development, evaluating effectiveness, and ensuring continuous improvement. This approach aligns closely with the principles of curriculum-based ideological and political education, which also prioritize achieving value formation goals. Traditional methods of integrating ideological and political education into curricula often focus heavily on procedural implementation, neglecting the deeper cultivation of students' values and professional ethics. By leveraging the OBE framework, educators can redefine the objectives of ideological and political education based on graduation requirements, creating a results-oriented structure that emphasizes the end goals of student development. This shift in focus—from merely addressing "what is taught" to ensuring "what students ultimately acquire"—enables a more holistic approach to education. Furthermore, the OBE philosophy encourages continuous refinement of teaching strategies, ensuring that ideological and political education remains relevant and impactful in fostering both professional competence and ethical awareness among nursing students.

2.2. The Training Objectives for Nursing Professionals Are Highly Integrated with the Ideological and Political Education Goals of the Curriculum.

The vocational undergraduate nursing program is designed to develop highly skilled professionals capable of excelling in clinical nursing, community nursing, and health service sectors. This field is distinguished by its strong humanistic and service-oriented nature, necessitating that practitioners exhibit exceptional professional ethics and a deep sense of humanistic compassion. The integration of ideological and political education within the curriculum focuses on fostering ideals, beliefs, a robust professional spirit, and a heightened awareness of social responsibility. These educational priorities align seamlessly with the overarching goals of nursing talent cultivation. By establishing a curriculum rooted in the Outcomes-Based Education (OBE) philosophy, the program ensures that the development of professional values and ethical standards is interwoven throughout the entire training process. This approach not only enhances technical competencies but also reinforces the moral and ethical foundation required for effective and compassionate nursing practice, thereby addressing both professional and societal expectations comprehensively [3].

2.3. The OBE Philosophy Helps Promote Continuous Improvement of Ideological and Political Education in Curricula.

Continuous improvement is a fundamental aspect of the OBE philosophy, emphasizing the need for iterative refinement in educational practices. In the context of curriculum-based ideological and political education, this approach necessitates the establishment of dynamic feedback systems and mechanisms for ongoing optimization. By implementing comprehensive evaluation frameworks, institutions can systematically assess various dimensions of student development, including ideological and political literacy, professional identity, and holistic growth. These assessments enable educators to identify areas for enhancement, refine course structures, and adopt innovative teaching methodologies. Such a cyclical process ensures that the quality and relevance of ideological and political education are consistently elevated, aligning with evolving educational objectives and societal needs.

3. Practical Issues in the Integration of Ideological and Political Education into Nursing Curriculum at the Professional Undergraduate Level

3.1. The Framework of Ideological and Political Education Objectives within the Curriculum Is Not Sufficiently Clear.

Vocational undergraduate nursing programs often face challenges in establishing a clear, outcome-oriented framework for integrating ideological and political education into their curricula [4]. This lack of clarity can result in insufficient alignment between the objectives of ideological and political education and the broader goals of cultivating well-rounded professional talent. In practice, course design frequently emphasizes the acquisition of technical knowledge and practical skills, while undervaluing the importance of fostering values and ethical perspectives. This imbalance leads to fragmented and unsystematic implementation of ideological and political education, which undermines its effectiveness in shaping students' holistic development. Addressing these issues requires a more structured and deliberate approach to curriculum planning that integrates value cultivation as a core component alongside technical competencies.

3.2. The Integration between Ideological and Political Education in Courses and Professional Education Remains Insufficiently Deep.

While many courses have adopted the integration of ideological and political education, the depth of this integration remains insufficient in certain areas. In some cases, the content is limited to basic case studies or theoretical discussions, which do not fully utilize the rich ideological and political resources embedded within the nursing curriculum. This lack of comprehensive integration creates a gap between ideological and political education and the teaching of professional knowledge, ultimately reducing the

overall effectiveness of the educational approach. A more cohesive and systematic strategy is needed to bridge this divide and enhance the educational outcomes.

3.3. The Practical Education System Is Still Not Fully Developed.

While the practical teaching components of nursing education are designed to be comprehensive, there remains a significant need for better integration of ideological and political education into various hands-on training activities, such as laboratory exercises, clinical internships, and job-specific practicums. Current approaches often emphasize technical skill development, which, although essential, can inadvertently overshadow the cultivation of professional ethics, humanistic care, and a sense of social responsibility. This imbalance limits the broader educational potential of practical training, which should ideally foster well-rounded professionals equipped with both technical expertise and a strong ethical foundation [1].

3.4. The Evaluation Mechanism for Integrating Ideological and Political Education into Courses Needs Further Optimization.

The current evaluation mechanisms for integrating ideological and political education into courses predominantly emphasize the teaching process, often neglecting the establishment of comprehensive and systematic indicators to measure students' development in areas such as value formation, professional ethics, and overall competency. This limitation results in evaluation outcomes that fail to provide an accurate representation of the true effectiveness of these educational efforts. A more refined and holistic approach to assessment is necessary to ensure that the intended objectives of ideological and political education are fully realized and effectively monitored [3, 5].

4. Construction of a Comprehensive Educational System Integrating Ideological and Political Education Throughout the Curriculum for the Nursing Major at the Undergraduate Level, Based on the OBE Concept

4.1. Reconstruct the Educational Goal System for Integrating Ideological and Political Education into Curriculum with Outcome-Oriented Approaches as the Core

The Outcomes-Based Education (OBE) philosophy emphasizes that the cultivation of talent must be oriented toward achieving specific outcomes. This approach necessitates that curriculum design, instructional implementation, and evaluation mechanisms are all aligned with clearly defined learning outcomes. In the context of integrating ideological and political education into undergraduate nursing programs, it is crucial to first establish clear educational objectives that align with the overall framework for talent development. These objectives should reflect the unique characteristics of the nursing profession and the evolving demands for nursing talent in contemporary society. Educational objectives can be categorized into five key dimensions: ideals and beliefs, professional ethics, humanistic care, sense of responsibility, and lifelong learning. The dimension of ideals and beliefs focuses on fostering a strong political stance and a deep sense of patriotic commitment among students. Professional ethics emphasizes the vocational spirit of respecting life and providing care to those in need. Humanistic care aims to cultivate empathy, respect, and compassion for patients, ensuring a holistic approach to healthcare. The sense of responsibility dimension underscores the importance of social awareness and a commitment to professional duties, while lifelong learning prioritizes the development of sustainable self-directed learning capabilities to adapt to the ever-changing healthcare landscape. By translating these objectives into concrete and measurable outcomes, the integration of ideological and political education within the curriculum can shift from being an experience-based process to a goal-oriented and systematic implementation. This ensures that the educational approach is both structured and effective in achieving its intended outcomes.

4.2. Establish an Integrated Education System Encompassing "Objectives -- Curriculum -- Practice -- Evaluation"

The advancement of ideological and political education within courses, guided by the principles of Outcomes-Based Education (OBE), necessitates a comprehensive and systematic approach to ensure effective implementation. This involves the establishment of an integrated education system that seamlessly connects "objectives -- curriculum -- practice -- evaluation" into a cohesive framework. At the objective level, it is essential to define precise and measurable indicators that reflect the desired educational achievements in ideological and political education. These objectives should align closely with the overarching graduation requirements and targeted educational outcomes. At the curriculum level, fostering collaboration among various types of courses, including general foundation courses, professional foundation courses, and core professional courses, is critical to creating a unified and interdisciplinary learning experience. At the practice level, the emphasis should be placed on enhancing the role of experiential learning opportunities, such as laboratory training, clinical internships, workplace placements, and social service activities, to instill core values and practical skills. Finally, at the evaluation level, a robust performance assessment mechanism must be implemented to monitor and measure the attainment of these outcomes. This mechanism should facilitate continuous feedback and iterative improvements, ensuring that ideological and political education is effectively integrated and sustained throughout the entire process of talent cultivation.

4.3. Establish a Comprehensive Curriculum System That Integrates Ideological and Political Education Throughout All Courses.

The establishment of a comprehensive curriculum system is essential for embedding ideological and political education throughout the educational process. In the context of vocational undergraduate nursing programs, this approach emphasizes the principle of integrating educational objectives across all courses, ensuring that ideological and political education becomes a core component of talent cultivation. General foundational courses should prioritize the development of students' ideals, beliefs, social responsibility, and patriotic values, laying a strong moral and ethical foundation. Professional foundational courses, on the other hand, should focus on enhancing scientific literacy, fostering professional awareness, and instilling ethical standards that align with the demands of the nursing profession. Core professional courses should aim to deepen students' understanding of professional ethics, humanistic care, and accountability, which are critical for their roles as healthcare providers. Practical courses should emphasize the cultivation of a professional spirit and a strong service orientation, preparing students for real-world challenges. Each course must define specific ideological and political objectives that align with its unique characteristics, ensuring a cohesive and progressive integration across the curriculum. This systematic approach ensures that ideological and political education is seamlessly woven into every stage of the learning process, creating a unified framework that supports holistic student development.

4.4. Building a Diversified and Collaborative Educational Community

The integration of ideological and political education into curricula requires a systematic and collaborative approach rather than isolated efforts by individual educators. Drawing on the principles of Outcomes-Based Education (OBE), it is crucial to establish a diversified educational ecosystem that brings together various stakeholders, including schools, educators, healthcare institutions, industry enterprises, and social organizations. Schools play a pivotal role in designing the structural framework and providing institutional mechanisms to support the implementation of such education. Educators are tasked with delivering this content effectively while also driving innovations in teaching methodologies. Healthcare institutions contribute by offering practical training opportunities and fostering the development of professional ethics among students. Additionally, social organizations create platforms for experiential learning, enabling students to engage with real-world challenges. By aligning the efforts of these diverse entities, it becomes possible to achieve a holistic educational model that integrates

classroom learning, practical application, and community engagement, ensuring comprehensive student development across multiple dimensions.

5. Implementation Pathways for a Comprehensive Educational System Integrating Ideological and Political Education into Courses, Based on the OBE Philosophy

5.1. Strengthen the Outcome-Oriented Design of Course Teaching Components

Course instruction serves as a foundational platform for embedding ideological and political education within academic curricula. Guided by the Outcomes-Based Education (OBE) philosophy, curriculum design should follow the principle of "reverse planning followed by forward execution." Educators are encouraged to first establish clear objectives for the desired outcomes of ideological and political education, ensuring these goals are seamlessly integrated into the teaching content, activities, and evaluation methods. This alignment ensures that instructional objectives correspond directly to measurable learning achievements. During the implementation phase, diverse pedagogical strategies such as case-based teaching, scenario-based simulations, project-oriented learning, and task-driven methodologies are utilized to harmonize professional knowledge delivery with value-oriented education. For example, in the Basic Nursing course, discussions on the historical evolution of the nursing profession can foster a deeper sense of professional identity; in Internal Medicine Nursing, the analysis of representative cases can promote life education; while in Nursing Ethics, the exploration of ethical dilemmas can enhance awareness of professional responsibilities and decision-making [4, 6]. These approaches collectively contribute to the simultaneous development of technical expertise and the cultivation of values, ensuring a holistic educational experience.

5.2. Establishing a Comprehensive Educational Framework That Encompasses the Entire Process of Practical Teaching

Practical training plays a crucial role in the development of nursing professionals at the vocational undergraduate level, serving as an essential platform for integrating ideological and professional education into the curriculum. By adhering to the Outcomes-Based Education (OBE) philosophy, this integration should span all phases of practical teaching, including laboratory exercises, clinical internships, job placements, and community engagement activities [7, 8]. During laboratory sessions, students engage in standardized operational training, which not only enhances their technical skills but also instills a meticulous and disciplined professional mindset. Clinical internships provide opportunities to work with real-world case studies, fostering a deeper understanding of professional responsibilities and strengthening their identity within the nursing field. Job placements utilize a dual-supervisor system, combining technical guidance with ethical mentorship to ensure holistic development. Additionally, social practices such as health education campaigns, volunteer services, and grassroots initiatives encourage students to develop a strong sense of social responsibility. This comprehensive framework ensures that students achieve a balanced growth in both professional expertise and ethical values, preparing them for the multifaceted demands of their future careers.

5.3. Leveraging the Educational Role of Campus Culture

Campus culture plays a significant role in shaping students' educational experiences by providing a subtle yet impactful influence. It serves as an essential element in embedding ideological and professional values into the curriculum, particularly in the field of nursing education. To cultivate a strong nursing professional culture, a variety of campus activities can be organized. These may include events such as Nursing Day celebrations, skill-based competitions, workshops on professional etiquette, and showcases of achievements by exemplary nursing professionals. These initiatives aim to inspire students and deepen their understanding of the core values and spirit of the nursing profession. Additionally, digital platforms such as campus websites, official WeChat accounts, and other communication channels should be effectively utilized to

disseminate information about nursing culture and highlight outstanding role models. This approach fosters a supportive and immersive cultural environment, enabling students to strengthen their professional identity and align with the values of their chosen field.

5.4. Promote the Deep Integration of Social Services with Ideological and Political Education within Curricula

The Outcome-Based Education (OBE) philosophy underscores the importance of demonstrating and validating learning outcomes in practical, real-world contexts. Social service activities serve as a crucial platform for bridging theoretical knowledge with practical application. Within nursing programs, students should be actively involved in initiatives such as community health education, first aid awareness campaigns, elderly care services, and rural health promotion projects. These activities enable students to apply their professional knowledge to address tangible societal challenges, fostering a deeper understanding of their field's professional value and societal impact. By engaging in these real-world experiences, students transition from merely acquiring theoretical knowledge to implementing it in meaningful ways, thereby cultivating a sense of social responsibility and professional commitment that aligns with the broader goals of their education.

6. Implementation Outcomes and Analysis

6.1. The Achievement Rate of Ideological and Political Education Objectives within the Curriculum Has Significantly Improved.

The establishment of a comprehensive curriculum-based ideological and political education system, grounded in the Outcomes-Based Education (OBE) philosophy, has facilitated a significant shift from process-oriented management to an outcome-driven approach. This transformation has yielded notable improvements in students' development across multiple dimensions, including their ideals and beliefs, professional identity, humanistic awareness, and sense of social responsibility. The objectives of this educational initiative have been effectively realized, as students now demonstrate a stronger ability to integrate their academic pursuits with career planning. Furthermore, they exhibit a deeper appreciation for the intrinsic value and societal importance of the nursing profession. This outcome underscores the effectiveness of embedding ideological and political education within the curriculum to foster holistic student development [9, 10].

6.2. Students' Sense of Professional Identity and Occupational Competence Have Significantly Improved.

The implementation of a comprehensive ideological and political education system across the curriculum has significantly deepened students' understanding of the societal importance and professional responsibilities associated with nursing. This approach has fostered a stronger sense of identification with and pride in the nursing profession among students. Additionally, there has been a marked improvement in their humanistic care skills, which are essential for addressing patients' emotional and psychological needs. Communication abilities and teamwork competencies have also been notably enhanced, equipping students to effectively collaborate in healthcare settings and respond proactively to diverse patient requirements, thereby demonstrating advanced professional capabilities [11, 12].

6.3. Both Practical Competence and Sense of Social Responsibility Have Been Enhanced Simultaneously.

Through practical teaching and social service activities, students are provided with opportunities to apply their professional knowledge in real-world scenarios, including workplace tasks and community service projects. This process significantly enhances their practical skills and prepares them for future professional challenges. Additionally, participation in health education campaigns, volunteer initiatives, and grassroots

engagement programs fosters a deeper sense of social responsibility. These experiences contribute to the development of a professional value system that emphasizes societal service and commitment, encouraging students to prioritize contributions to the well-being of their communities.

6.4. Establishing a Sound Development Mechanism for Integrating Ideological and Political Education into Curriculum Design

The introduction of the Outcome-Based Education (OBE) philosophy has significantly contributed to the establishment of a robust mechanism for integrating ideological and political education into curriculum design [13–15]. This mechanism is characterized by clearly defined objectives, standardized implementation procedures, scientifically grounded evaluation methods, and a commitment to continuous improvement. Over time, educators have enhanced their skills in embedding ideological and political elements into their teaching practices, while the availability of relevant resources has expanded considerably. Furthermore, the integration of such educational components into courses has transitioned from being an experimental approach to becoming a systematic, institutionalized, and sustainable practice that supports long-term educational development.

7. Continuous Improvement Strategy

To further enhance the quality of ideological and political education within courses, it is crucial to adopt a strategy of continuous improvement aligned with the principles of the Outcomes-Based Education (OBE) framework. This approach necessitates the ongoing refinement of the goal system for educational outcomes, ensuring that objectives remain responsive to evolving industry demands and the developmental needs of students. Additionally, efforts must be directed toward strengthening faculty capabilities in this domain, emphasizing the enhancement of skills related to course design, instructional methodologies, and effective implementation. Enriching curriculum resources is another critical component, which can be achieved by developing a comprehensive case library and a dedicated resource platform specifically tailored to the context of nursing education [16–18]. Furthermore, the establishment of a robust evaluation mechanism is essential. This mechanism should incorporate a multi-stakeholder and multi-dimensional quality assurance system, fostering a culture of sustained optimization and continuous enhancement in the delivery of ideological and political education.

8. Conclusion

The OBE (Outcomes-Based Education) philosophy offers a valuable theoretical framework and practical pathway for integrating professional ethics, humanistic values, and competency development within undergraduate nursing education. By constructing a comprehensive outcome-oriented educational system, it promotes close alignment among training objectives, curriculum structure, teaching content, clinical practice, and evaluation methods. This coordinated design enables value guidance, knowledge acquisition, and skills training to be embedded throughout the entire educational process rather than treated as separate components. In practice, such an approach has shown clear potential to strengthen students' professional identity, compassion, sense of responsibility, communication ability, and overall readiness for clinical work. It also supports the cultivation of reflective judgment and patient-centered care awareness, which are essential qualities in contemporary nursing practice. Future work should continue to optimize the integration of OBE principles into nursing curricula, improve implementation strategies, and refine assessment systems so as to provide sustained support for preparing high-quality nursing professionals with strong ethical standards, solid expertise, and comprehensive practical competence.

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