Research on the Application of the "Scaffolding" Teaching Mode of Secondary Vocational Marketing Course under the Concept of OBE

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Abstract: *The OBE concept emphasizes student - centeredness, attaches importance to learning outcomes and the actual effect of teaching. The "scaffolding" teaching mode attaches great importance to cultivating students' independent exploration and thinking innovation ability. The teaching mode of secondary vocational education has its own characteristics, but through the questionnaire survey, it is found that there is room for improvement in the design of teaching and the selection of content teaching methods. Based on the concept of OBE, this paper summarizes the specific path of the implementation of the scaffolded teaching mode in the classroom teaching of secondary vocational marketing, and puts forward a new teaching concept combining the OBE concept and the scaffolding teaching mode, so as to cultivate students' ability to apply knowledge to practice, and actively implement the requirements for the cultivation of innovative talents in the context of the construction of "new liberal arts".*

Keywords: OBE concept; scaffolded teaching; marketing courses; Teaching mode

1. Introduction

In recent years, the teaching theory of constructivism has been widely recognized in the education circle, focusing on students, constantly improving students' ability to learn independently, and comprehensively improving the development of students' comprehensive quality coincides with the training concept of secondary vocational students in the context of the new era. The scaffolded teaching model believes that there are individual differences between students, and teachers can effectively make up for the differences between students through reasonable teaching methods, and stimulate students' potential development level through classroom guidance[0]. In terms of teaching methods, Dong Wei believes that the scaffolded teaching model is a student - centered teaching method, which pays more attention to cultivating students' independent learning and independent problem - solving ability[2]. In terms of teaching philosophy, Li Jun believes that both the scaffolded teaching model and the OBE teaching concept pay more attention to student - centered, clarify the students' recent development areas and existing learning outcomes, and teach students[3]. In terms of the use of teaching resources, Tang Fang believes that the combination of the Internet and the scaffolded teaching mode can promote students' personalized learning and help cultivate students' independent learning ability and information literacy[4]. In terms of training objectives, Wang Wenlan believes that the flexibility and openness of scaffolded teaching can effectively integrate core literacy into teaching, so as to improve students' comprehensive literacy[5]. In the course design, Bi Caiqin believes that the scaffolded teaching mode is in line with the law of students' cognitive development, which is conducive to the cultivation of students' core literacy and can promote the all - round development of students[6]. As the country puts forward higher requirements for vocational education, the demand for skilled vocational talents in the society is more urgent. It is difficult for the traditional single teaching method to meet the all - round development of students, and through the questionnaire survey, it is found that students have some requirements for the classroom in the context of the new era and the basic situation of their own learning in the classroom. Based on the existing survey results, combined with the OBE teaching concept, the "reverse design" is carried out in the teaching content, and the teaching design is carried out according to the learning results, so as to provide a reference for the better use of the scaffolded teaching mode.

2. Theoretical basis

2.1 OBE teaching philosophy

OBE is known as outcome - oriented education, which is an applied teaching concept that takes the actual learning outcomes of students as the educational orientation and attaches importance to the effect of educational work in the process of teaching. The teaching philosophy of OBE is to clarify the main ways of obtaining students' learning outcomes, study students' proficiency in learning outcomes, and use reverse thinking to design courses according to students' learning outcomes, so as to help students achieve their learning goals more effectively.

Classroom teaching based on the OBE concept is of great significance for the change of the traditional teaching mode and the creation of a new "student - centered" teaching model. Based on the "nearest development zone" of students, the design of teaching content is more targeted, the teaching goal setting is more accurate, and the teaching mode is richer, which is more conducive to the individualized growth of students.

2.2 Scaffolded teaching mode

The scaffolded teaching model is derived from the cognitivist theory of constructivism, and in the context of education in the new era, the educational characteristics of constructivism's freedom, flexibility and openness have attracted the attention of many teachers. They believe that constructivism can cultivate students' individualized and self - exploratory learning ability more comprehensively to a certain extent. Based on the theory of "zone of recent development", the scaffolded teaching model came into being.

Vygotsky pointed out that "in the process of teaching design, teachers should closely focus on the level of students' development areas", and the design of teaching content should not exceed the current cognitive level of students, at the same time, it should not be far lower than the current learning ability of students. In the process of instructional design, scaffolds should be built to allow students to gradually learn and understand the content, and give students the space to think independently, so as to maximize students' learning potential.

3. The current situation of the curriculum teaching mode of secondary vocational schools

3.1 Questionnaire survey on the teaching mode of secondary vocational schools

Taking the "Marketing Basics" course of secondary vocational schools as an example, 114 students from the technical school affiliated to Tianjin Vocational and Technical Normal University were surveyed through online questionnaires, and 110 valid questionnaires were collected, with an effective rate of 96.5%. According to SPSS.25, the data of 38 items in the questionnaire were analyzed, and the reliability value was 0.561 and greater than 0.5, indicating that the questionnaire had good reliability.

3.2 There are problems in the existing teaching model

3.2.1 Students' understanding of the curriculum is insufficient

As the core course of marketing major, "Fundamentals of Marketing" plays an important role in the learning process of marketing major, but in the actual learning process, students have insufficient understanding of the importance of the course, and some students think that the learning of core knowledge can't play a very important role in their future employment, and students pay more attention to the connection between knowledge and practice, and are more inclined to practice, ignoring the importance of theoretical knowledge. In addition, students don't have enough understanding of the insufficient utilization of learning resources and the demand for marketing talents in the future society; The connection between learning content and future work is ignored, and there is a lack of intrinsic motivation in learning.

3.2.2 Instructional design needs to be improved

In the process of group work, the unreasonable arrangement of the group size will affect the final learning outcome of the students. From the results of student feedback, it can be concluded that in the process of cooperative learning, there is no guarantee that every student can effectively participate in the group discussion, and students with weak learning ability often do not have the opportunity to express their opinions and ideas, and do not get a clear task arrangement. Eventually, there are two extremes: for the more capable students, they will be eager to play the role of "leaders" in the group, and for those who do not have the opportunity to express their ideas, it will further affect their motivation in learning. In addition, according to the survey, there are also some problems in the design process of group cooperation, such as the release of the task process is not clear enough, some students can't be very clear about their tasks and how to carry out their next activities, so that students lack sufficient understanding of the content and affect the final learning effect.

3.2.3 Lack of integration with other teaching methods

In the current teaching process, teachers usually use traditional teaching methods, The teaching mode is relatively fixed and single, and it is difficult for students to choose methods according to their own learning cognition in the learning process. In the classroom, students are rarely given time to think and discuss, and students just blindly learn according to the teacher's rhythm, they rarely have room for independent thinking. A single teaching mode will cause students to learn mechanically and repeatedly, which cannot effectively arouse students' interest in learning and arouse students' desire to explore. In the process of interspersing cases, teachers usually introduce them through the explanation of textbooks, which cannot bring students into real situations, resulting in a disconnect between theory and practice, and also making students think that the knowledge they have learned has no specific use in real life.

4. The Scaffolded Teaching Mode based on OBE

4.1 Reverse design instructional objectives

The OBE philosophy emphasizes that student learning outcomes are the main basis for instructional design, and the main goals of education should be designed around the specific abilities that students will need in the future, ensure that students are clearly aware of the specific learning standards that should be achieved. OBE's emphasis on the specific abilities that students acquire in real life is not available in other teaching philosophies. The general steps of the scaffolded teaching mode are to build scaffolds, introduce scenarios, spontaneous exploration, cooperative learning and teaching evaluation, and different steps in the design of teaching can bring students different learning experiences, which can stimulate students' interest in learning to the greatest extent and fully mobilize students' motivation for classroom learning. In addition, teachers can adopt different teaching methods according to the characteristics of knowledge in different links, so they can be integrated with a variety of teaching methods.

The instructional design of OBE should first determine the

final learning outcome of students, that is, what kind of learning level students should reach after the end of the course, based on which the teaching design can be carried out, and can also be used as the end point to measure the effectiveness of students' learning after the course. Therefore, before designing a curriculum, it is important to consider the main needs of educational stakeholders, society, schools and students, and what goals they can achieve through the design of marketing courses. The social demand is mainly for the requirements of relevant positions for marketing talents, the school requirements refer to the professional level of the examination to be achieved by students, and the needs of students for class teaching methods are mainly obtained through questionnaires to obtain relevant information from students of this major. For example, in the chapter "Research on Competitive Strategy", through reverse design, students can clarify their learning goals, so as to effectively mobilize students' learning motivation. The instructional design is shown in Figure 1.
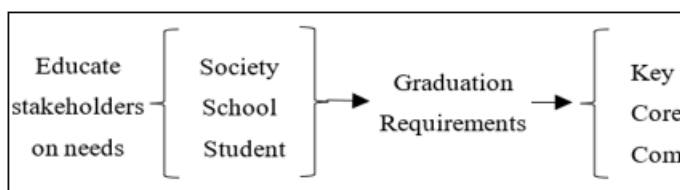

Figure 1: Identifying learning outcomes

4.2 Focus on learning outcomes

Through the reverse instructional design, students have clarified the knowledge and skill goals to be achieved, and what kind of learning goals they want to achieve in each chapter. The next major task is to focus the instructional design on the main learning outcomes of students, and students' key competencies, core competencies and comprehensive knowledge should be clearly demonstrated in the learning outcomes. On this basis, the learning outcomes are analyzed in detail, and the learning outcomes of each stage are used to test the effectiveness of students' learning, and the knowledge, skills and goals are tested to form a clear correspondence with the students' graduation requirements. Each learning task corresponds to the learning outcomes of each stage, so that students can acquire the corresponding learning ability and skills after completing each learning task. In the process of knowledge impartation, the degree of knowledge mastery of students can be distinguished according to the different abilities of students, divided into different levels, divided into U1 (understanding), U2 (clear) and U3 (application), so as to achieve diversified and echeloned learning outcome testing, which is conducive to students of different levels can be tested according to their own learning ability, and achieve the final learning goal with different learning styles and methods.

4.3 Optimize the teaching mode

In the teaching process of secondary vocational education, on the basis of the traditional teaching mode, the scaffolding teaching mode is integrated into it, and a variety of teaching methods are integrated to provide different learning methods for students of different levels, so as to improve and optimize the quality of teaching and improve the efficiency of student learning. The first step is to build scaffolds, intersperse the main line of the class, confirm the main line of teaching of this lesson, highlight the important difficulties and key words of this lesson; The second step is to lead students into relevant learning scenarios, which can be brought into the learning scene by watching videos related to the learning content, so that students can extract the main information from the relevant videos, process it, and transform it into their own results; In the process of student exploration, the teacher mainly assumes the role of inspiring students' thinking, so as to enhance students' self - confidence in completing the goal, so as to cultivate students' comprehensive literacy ability. The fourth step is to analyze and summarize the results of independent exploration and refine the learning results obtained by the students in the class in a group cooperation way, so as to improve the students' comprehensive knowledge and core abilities, so that they can enhance their sense of achievement and self - confidence while obtaining the learning results. The fifth step is to evaluate the learning outcomes, summarize the students' classroom performance, evaluate the results of the students in the context that all learners are the achievers emphasized by OBE, affirm the results obtained by the students through self - exploration, but don't compare and compare the students in the traditional way, pay attention to the students' self - comparison, so as to meet the students' achievement needs and provide reference for the next step of learning.

5. Specific Applications

From the perspective of educational stakeholders, combined with the relevant problems existing in the current teaching of "Marketing Basics" in secondary vocational schools, taking one of the chapters "Research on Competitive Strategy" as an example, the teaching design and teaching activities of this chapter are optimized based on the concept of OBE.

5.1 Instructional design

According to the content to be learned, the "reverse instructional design" is carried out from the relevant perspective of the educational stakeholders, and the learning outcomes that the students will ultimately achieve and the skills and abilities that the students will acquire from this lesson are determined as shown in Tables 1.

Table 1: Instructional design of "Competitive Strategy Research".

Type of course		Theory lessons
Teaching content	Industry analysis	Porter's "Five Forces" competition model is used to analyze the competitive environment of the industry.
	Enterprise analytics	Master the concept of enterprise competitiveness, general and core competitiveness, the main sources of enterprise competitiveness, etc.
	Competitor analysis	Competitors are identified through an analytical approach and their objectives, resources, market forces, and strategic elements are evaluated.
Stakeholder needs	society	In the context of education in the new era, students should comprehensively improve their comprehensive quality, understand the specific needs and professional skills requirements of the society for marketing talents; At the same time, students should fully master relevant professional knowledge, lay the foundation for meeting graduation requirements, master the basic strategies of marketing, Develop self - adjustment skills; Be familiar with the specific process of marketing work and what kind of professional knowledge you should have, and participate in social practice to continuously improve yourself.
	school	
	student	
Graduation Requirements	Key Capabilities	learn to analyze competitors; Ability to analyze the competitive environment in the industry.
		Master the main ability to formulate competitive strategy and adjust strategy.
	Core literacy	Competitive analysis awareness; Insight into the market.
		Professional feelings and special professional emotions as a marketer.
	Comprehensive knowledge	Understand the main forms of market competition and the basic concepts of marketing.
		Understand the relationship between the general competitiveness and core competitiveness of enterprises.
		Master the competitive strategies of companies in different competitive positions.
End Result	Results 1	(1) Porter's "Five Forces" model is used to analyze the competitive status of enterprises.
	Results 2	(2) Master the analytical steps of your competitors.
	Results 3	(3) Understand the competitive strategies available to your business.
	Results 4	(4) What are the basic strategies for market competition.

After clarifying the final learning outcomes and graduation requirements, it is necessary to further subdivide and elaborate on the knowledge to be mastered by students, and determine the content to be mastered at each stage. It is mainly subdivided from key competencies, core competencies and comprehensive knowledge, as shown in Tables 2, 3and 4.

Table 2: Key Capabilities

Analyze market capabilities	(1) Understand the basic forms of market competition.	U1
	(2) Ability to analyze the competitive environment in which the business operates.	U3
	(3) Be aware of the main competitive pressures your business is facing.	U2
Select Strategic Capabilities	(1) Mastering professional skills, the basic factor for market profitability is specialization.	U1
	(2) Ability to make appropriate strategic choices in the face of different corporate goals, and market leaders choose strategies to expand market scale; The challenger chooses the offensive strategy; Followers look for ways to avoid touching the interests of competitors.	U3
	(3) Proficient in using Porter's "Five Forces" model to conduct strategic analysis of the enterprises.	U3
Analyze enterprise capabilities	(1) Able to analyze the formation methods and main ways of core competitiveness.	U1
	(2) He has his own views on which human capital and technical capital will occupy a higher position in the future in building core competitiveness.	U2
	(3) Be able to analyze the role of core competitiveness in the development of a company and an industry and the market.	U3

Table 3: Core Literacy

Knowledge content	(1) understand the main forms of market competition; Master the basic concepts of marketing; Recognize the relationship between the core competitiveness of enterprises and the general competitiveness.	U1
	(2) Recognize the company's key market competitors; Master the methodological steps of competitor analysis.	U1
	(3) grasp the basic strategies of market competition; Master the competitive strategies of companies in different competitive positions.	U2
Competency goals	(1) Learn to analyze competitors.	U1
	(2) Develop students' ability to analyze the competitive environment of the industry.	U2
	(3) Master the ability to formulate and adjust competitive strategies.	U3
Job objectives	(1) Master Porter's "Five Forces" model analysis method.	U2
	(2) Master strategic clustering models.	U2

Quality goals	(1) Initial awareness of competitive analysis, professional feelings and professional emotions in marketing.	U3
	(2) Comprehensively improve their ability to communicate, market analysis and research and apply marketing knowledge.	U3
	(3) Become a five - in - one, all - round development and skilled qualified marketing talents in the new era.	U3

Table 4: Integrated knowledge

Correct values, ethics and professional out look	(1) Marketing talents not only need to master relevant theoretical knowledge, but also need to have the main ability to guide the practical application of theory, and aspire to become skilled and application - oriented talents.	U3
	(2) Increase market awareness and deepen understanding of the socialist market economic system.	U3
	(3) All marketing activities must be legal and compliant.	U3
A sense of professional belonging and responsibility	(1) Understand the importance of marketing.	U2
	(2) Through learning, expand the innovative awareness and thinking innovation ability of marketers.	U3
	(3) Familiar with the specific workflow of the major and the collaborative division of labor between teams.	U2
Ability to self - summarize	(1) Through classroom learning and social practice activities, the deficiencies in activities and learning are summarized, and the direction for the next step of learning is pointed out.	U1
	(2) Discover your own shortcomings in organizational activities, and reflect on and correct them.	U2
	(3) In view of their own shortcomings, they should participate in relevant activities to improve.	U3

5.2 Instructional implementation

In the teaching implementation link, the teaching content is integrated into every link of the scaffolded teaching mode, and the teaching content of this chapter is completed through five links: scaffolding, introducing scenarios, spontaneous exploration, cooperative learning and teaching evaluation. Fully mobilize the enthusiasm of students, clarify the learning content and main significance of this chapter, and improve the efficiency of learning. This class is aimed at students majoring in marketing in secondary vocational schools, and the teaching time is 2 class hours, 90 minutes.

5.2.1 Build the stand

Before the class, determine the main line of this lesson, build the content around the main line, this section mainly revolves around "market competition", therefore, first of all, the concept of marketing is guided. Select the content related to the topic and elicit the content to be explained, as shown in Table 5.

Table 5: Building the Bracket

Teaching sessions	Teaching activities	Time
Pre - class import	Through the case study in the book, "Farmers should also have a sense of competition", we will think about it and understand the meaning of competition.	2min
Build the stand	(1) Understand the basic concepts and main forms of "market competition" in this lesson.	10min
	(2) On the basis of market competition, "industry competition analysis", "enterprise competition analysis" and "competitor analysis" are connected in series.	
The main task	Understand the main content of market competition: the meaning of price competition and non - price competition.	3min
End Result	(1) Clarify the main content of this lesson and connect the content around the main line.	
	(2) Understand the main forms of market competition.	

5.2.2 Introduce scenarios

On the basis of market competition, the "competitive environment of the industry" is studied and analyzed to understand the specific situation of competition within each industry, so as to formulate relevant marketing strategies, and the teaching content of the scenario introduction link is shown in Table 6.

Table 6: Introducing Scenarios

Teaching sessions	Teaching activities	Time
Case	Analyze the competitive status of United States sneaker companies	3min
Learning content	(1) Porter's theory of competition analyzes the competitiveness of incumbents in the same industry.	15min
	(2) Analysis of the competitive structure of the industry.	
	(3) Analysis of barriers to entry into the industry.	
Teaching methods	Case teaching method, explanation method	
End Result	(1) Master Porter's five competitive forces (Threat of Competitors in the Same Industry, Suppliers, Buyers, Substitutes, and Potential Entrants).	
	(2) Classify and memorize the differences between complete monopoly, oligopoly, monopolistic competition, and perfect competition.	

5.2.3 Spontaneous exploration

In the process of analysis, each student can spontaneously bring himself into the competition of the market, and analyze the competitors and potential competition from his own perspective, as shown in Table 7.

Table 7: Spontaneous exploration

Teaching Session	Student Activities	Time
Learning Tasks	(1) Students identify competitors through independent exploration, and the main contents of the exploration are: who are the competitors, what are their strategies and goals, what are their strengths and weaknesses, what are the response patterns of competition, who should we attack and who should we avoid?	25min
	(2) What are the two perspectives from which to identify competitors?	
	(3) What are the basic market competition strategies?	
Teacher's Task	Conduct "non - directed" teaching, provide students with learning resources, help students answer their doubts, and be student - centered and inspire students.	
Teaching Methods	Exploratory Approach, "Non - Instructional" Teaching	
Final Outcome	(1) Students can classify the types of competitors from different perspectives and identify the main competitors.	
	(2) Grasp the main characteristics of the competitive strategy adopted by the competitor, and analyze the advantages and disadvantages of the competitor from its own point of view.	
	(3) Have a full understanding of market competition strategy, and formulate a strategic plan that suits you according to your own goals.	

5.2.4 Cooperative learning

Teachers give full play to their organizational and leadership roles, divide the students into groups to carry out cooperative learning, guide students to discuss and learn together through information technology, and study and discuss the "competitiveness of enterprises", as shown in Table 8.

Table 8: Cooperative Learning

Teaching Sessions	Teaching Activities	Time
Task distribution	Students in the class are divided into six groups, and each group communicates and discusses the task, and the final result is shared and shared.	2min
Discussion Questions	1) What are the contents of the resources for enterprise competitiveness?	25min
	2) What are the main characteristics of general competitiveness and core competitiveness?	
	3) What is the source of enterprise competitiveness?	
Group sharing	Each group shares the questions discussed and gives their own answers, and in the process of group sharing, the other groups record and give their own suggestions; The teacher is responsible for summarizing, pointing out the problems of each group and giving their own suggestions.	
Teaching methods	Group work and explain the method	
End Result	1) Students understand the meaning of corporate competitiveness as well as the main classifications and contents.	
	2) Learn about the difference between competitiveness and the characteristics.	
	3) Master the main source of core competitiveness.	

5.2.5. Teaching evaluation

The teacher takes five minutes to evaluate the students' performance in the lesson, pointing out the strengths and weaknesses of the students in the group work and independent exploration sessions. In the process of evaluation, students are evaluated through outcome evaluation and formative evaluation, affirming students' achievements and performance, helping students master the abilities, qualities and main knowledge required in the future through achievement evaluation, and pointing out the direction for students' next learning.

6. Conclusion

Based on the concept of "result - oriented" in OBE, the teaching design is carried out, the traditional teaching mode is improved, the scaffolded teaching mode is combined with the OBE teaching concept, the teaching objectives of secondary vocational courses are refined, and the classroom tasks and learning objectives of students are clarified. In this way, students' interest in learning can be enhanced, students' intrinsic learning motivation can be stimulated, and students' learning motivation can be significantly improved. In the process of teaching, the main line scaffold is built and the learning tasks are clarified, which can effectively solve the irrationality in teaching design and organization, so that each student can effectively participate in every learning link, which can effectively improve students' sense of achievement and satisfaction, and improve the implementation effect of traditional teaching. New educational concepts are integrated into teaching objectives, activities, contents, organization and evaluation, so as to provide practical reference for teachers' teaching practice.

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