



A development Evaluation Index System of Public Sports Football University Course Based on OBE Concept in Guangdong Province

¹Zuo Lin, ²Saknasan Jintasakul, and ³Prakit Hongsaenyatham

Faculty of Sports Science and Technology, Bangkokthonburi University, Thailand

¹E-mail: 495385783@qq.com, ORCID ID: <https://orcid.org/0009-0009-4853-9041>

²E-mail: surat.jin@gmail.com, ORCID ID: <https://orcid.org/0009-0009-9124-8872>

³E-mail: prakitsport@gmail.com, ORCID ID: <https://orcid.org/0009-0009-2196-0258>

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Abstract

Background and Aim: The teaching evaluation index system is an essential part of teaching activities, which is related to the improvement of teaching quality and teaching effect, the stimulation of students' learning motivation, and the improvement of teachers' teaching behavior. Thus, this research aimed to develop and articulate a development evaluation index system of public sports football university courses based on the OBE concept in Guangdong Province.

Materials and Methods: The scope of this research covers all 66 undergraduate universities in Guangdong Province (including five independent colleges) using stratified random sampling. The first layer is the geographical distribution. The second layer is the school type, and the third is the target group, including teachers, students, and administrators. The calculated optimal sample size is 385 people. The research used a combination of interviews, questionnaires, and the specialist software SPSS. The research process included data collection and first draft indicators, index system confirmation using the Delphi method, and focus groups to examine the suitability and feasibility of the index system.

Results: The results showed that a new evaluation index system based on the OBE concept was proposed. Five first-level indexes, 12 second-level evaluation indexes, and 29 three-level evaluation indexes are established. This index system focuses on students' knowledge and skills, attitudes, values, and other non-cognitive factors and establishes an accurate and objective teaching evaluation index system that comprehensively reflects the public sports and football courses in Guangdong Province.

Conclusions: Compared with the traditional evaluation index system, the original evaluation index system was reconfirmed and added the first-level indicators of "continuous teaching improvement and learning effect improvement", two second-level indicators, and six three-level indicators, which proved the uniqueness and innovation of this study. The new indicators encourage teachers to constantly reflect on and improve their teaching methods to achieve better results. They also enrich the evaluation index system of the OBE concept and provide a clear direction for the subsequent teaching evaluation index system of other sports projects.

Keywords: Evaluation Index System; Sports Football University Course; OBE Concept; Guangdong Province

Introduction

In the educational system of Chinese universities, physical education courses hold a significant position. Soccer, the most popular sport globally, plays an increasingly vital role in collegiate physical education. Guangdong Province, a central hub for the economy and education in China, sees its undergraduate institutions' physical education curriculum and teaching quality directly impacting many students' physical literacy and health status.

Teaching evaluation index system is an essential part of teaching activities, which is related to the improvement of teaching quality and teaching effect, the stimulation of students' learning motivation, and the improvement of teachers' teaching behavior.

The traditional evaluation system differs from the evaluation system based on the OBE (outcome-based education) concept. To a large extent, the traditional teaching evaluation index system still focuses on teachers' teaching behavior and process but does not pay enough attention to students' learning results and actual performance. Traditional evaluation systems may focus more on students' participation, discipline, and rule compliance, and they will mainly evaluate students' physical education performance and classroom performance. Evaluation methods are usually based on traditional means, such as written examination, observation, and intuitive evaluation by teachers. The evaluation criteria are generally fixed and treat all students equally, usually based on standardized test results. The timing of the evaluation was focused on the end of the semester or specific detection





points. Evaluation feedback may be relatively little or mainly in the form of performance. The evaluation results are generally used to determine the grades and rankings of the students. In the teaching evaluation of public sports and football classes, Ye (2010) research on the "university public sports football teaching situation and countermeasure analysis" of the present situation of university public sports football teaching evaluation has carried out detailed research. His research said that most undergraduate colleges in football course teaching evaluation mainly depend on the traditional teaching evaluation system, namely master's degree and sports theory knowledge as the main evaluation index. The advantages of this evaluation system are that it is intuitive, simple, and easy to operate. However, its disadvantage is that it needs to pay more attention to evaluating technical skills and theoretical knowledge and ignore the comprehensive development of students' emotional attitudes, values, and social abilities. Li (2019). The initial exploration of reforming public physical education instruction in ordinary universities is conducted within the Outcome-Based Education (OBE) framework. Li (2019) research points out: 1. A single evaluation method Traditionally, physical education often pays too much attention to evaluating technology and strategy while ignoring other non-technical elements such as teamwork, leadership, and decision-making ability. 2. Lack of individualized evaluation: The evaluation system may rely too heavily on unified standards and does not take into account the individual differences of students, such as their physical condition, skill level, and interests. 3. Focus too much on results, and the evaluation system may focus too much on students' performance rather than their learning process. 4. Lack of self-evaluation and peer evaluation, which can help students develop critical thinking and reflective skills 5. Timeliness of feedback: The feedback evaluation needs to be given to the students in time, which limits their ability to adjust and improve in the learning process. 6. Inconsistency between the evaluation and the course objectives: The evaluation reflects only some course objectives. For example, the goal of the course is to develop students' team spirit and leadership, but the evaluation only focuses on technology and strategies. In that case, the evaluation only reflects some of the course's objectives.

In contrast, the OBE evaluation system focuses on whether students achieve pre-set learning outcomes, including knowledge mastery, skill development, and attitude change. To achieve this goal, the evaluation methods may include more diversified means, such as practice, project evaluation, self-evaluation, peer evaluation, record analysis, and evaluation of learning works. The evaluation criteria of the OBE evaluation system focus more on individual differences and will be evaluated according to the ability and progress of each student. Regarding evaluation timing, OBE evaluation is usually continuous and periodic, and as the learning process proceeds, the learning places more emphasis on the process, diversity, and feedback of evaluation so results are evaluated regularly. Regarding evaluation and feedback, OBE is more frequent and specific, intending to improve learning outcomes. In addition to determining students' learning results, the evaluation results are used to guide teaching improvement, improve teaching quality, and adjust teaching strategies and methods. Compared with the traditional evaluation system, the OBE evaluation system pays more attention to students' differences and learning results so that the evaluation can better serve the teaching improvement and the overall development of students.

Many policies and documents show that OBE, emphasizing the concept of student-centered education, has been deployed at a macro level in relevant documents of the Chinese government. In June 2016, China became a full member of the Washington Agreement, marking that the OBE concept has become a new thought and a new concept, leading to the reform practice of higher engineering education reform in China. In 2021, the Education Department of Guangdong Province issued the Guangdong Provincial Higher Education Reform and Development Plan (2020-2025), which proposes to promote student-centered education and teaching reform and encourage and implement the OBE (outcome-based education) education concept. In 2022, the Ministry of Education released the Achievements of the Ten Years of Higher Education to highlight that higher education training quality has increased. "This-oriented" and "four returns" are deeply rooted in the people; "students are busy, teachers are strong, the system is hard, and high quality" has become the consensus and direction of efforts. We should actively promote the student-centered education concept and emphasize cultivating





students' core abilities. The Ministry of Education and the Department of Education of Guangdong Province have put forward clear policy guidance, emphasizing the need to actively promote the student-centered education concept, including the OBE education concept. The OBE education concept emphasizes educational results and focuses on cultivating students' core abilities, consistent with the core abilities such as health, teamwork, and self-challenge emphasized in physical education. Therefore, introducing the OBE concept into the physical education curriculum, especially in the design and implementation of the football curriculum, can help educators be more precise about the teaching objectives of the football curriculum to realize the maximum benefit of teaching and learning. It is not only in line with the national education reform policy but also helps to improve students' core competencies. Therefore, creating the "teaching evaluation system of OBE education concept", promoting the development of public sports football courses, and building a complete set of evaluation index systems have become the essential contents of China's sports development plan during the 14th Five-Year Plan period.

Literature shows that in China, the OBE concept has been gradually introduced into the higher education system in the past five years, and the current representative achievements mainly include Jiang (2023) The research conclusion is based on achievement-oriented education (OBE), a short analysis of how it works, and the tasks and characteristics of higher education physical education courses. This means the teaching goals, content, and methods align with professional needs, training goals, and graduation requirements. Suggestions: Under higher education, the reform should adhere to improving physical health, cultivating lifelong physical exercise awareness, and meeting the needs of industry and social development. Wang (2023), based on the concept of OBE, the school physical education course teaching evaluation system construction research—in Xi'an Institute of Sports Physical Education Professionals as an example: through the above research, the following conclusions: 1. Based on the concept of OBE physical education professionals, the school physical education course teaching evaluation system level index mainly covers three aspects of knowledge, ability, and quality: basic knowledge and principles, reform and development dynamics, seven secondary indicators, and master system theory of school sports theory knowledge and ability to teach basic games (31 level 3 indicators). Shen (2023) OBE concept group exercise elective course teaching evaluation index system construction research—in Xi'an 'Sports Institute as an example: index system building based on OBE concept effect straightforward evaluation content, weight to highlight the process evaluation, effectively improve the group of learning, index focus on students' learning results, constantly make students gradually reach the peak learning achievement goal orientation. Gao and Zhang (2021): Research on football-specific curriculum reform based on OBE theory: OBE theory is a student-centered, student-oriented, and goal-oriented teaching concept. This theory starts with the needs of students. It formulates the corresponding teaching objectives by understanding the teaching needs of various subjects to design the corresponding teaching process and evaluation means. Based on the OBE theory, this research re-examines the teaching objectives, teaching content, and teaching evaluation means of football-specific teaching and analyzes the problems existing in traditional teaching to design a generative teaching mode that focuses on cultivating football core literacy.

In conclusion, the researchers' studies provide a theoretical basis and practical reference for us to apply the OBE concept in physical education courses, especially in the teaching and evaluation of football courses. However the evaluation index is not perfect enough, and the theoretical research is not sufficient. The research on the teaching evaluation index system based on the OBE concept of public sports football courses in Guangdong province is still blank.

In the international scope, the research of the OBE concept and its teaching evaluation index system in public sports and football classes has achieved some results. Some countries, such as the United States, Australia, and the United Kingdom, have tried and successfully practiced the OBE concept in physical education. (1) The United States: In the United States, the concept of OBE has been widely used in all levels of education systems, including physical education. The teaching evaluation index system in the United States focuses more on students' practical performance and practical skills. They evaluate students' learning outcomes by evaluating their sports skills, teamwork,





problem-solving skills, and self-management skills. For example, in some college public sports football classes, teachers set specific skills goals and then evaluate students based on their actual performance. This result-oriented evaluation method is more conducive to improving students' learning enthusiasm and practical ability. (2) Australia: Australia's education system has always valued the OBE concept. In physical education teaching, they not only pay attention to students' skills learning but also pay attention to students' physical and mental health and the cultivation of living habits. In the teaching evaluation of public sports football classes, Australian teachers will consider the overall development of students, including physical fitness, sports skills, teamwork, sportsmanship, and other dimensions. This comprehensive evaluation method is conducive to promoting the overall development of students. (3) Britain: In terms of teaching evaluation, the result-oriented national curriculum was introduced as early as 1988. In physical education, they set specific learning goals and then evaluate students on this basis. In the teaching evaluation of public sports and football classes, they attach importance to students' skill mastery and understanding of theoretical knowledge but also pay attention to students' attitudes and behavior.

To sum up, different countries are trying to combine the OBE concept with the domestic educational practice in the teaching evaluation of public sports and football courses, forming their unique evaluation mode. These successful practices in this study "A Development Evaluation Index System of Public Sports Football University Course Based on OBE Concept in Guangdong Province" Construction is of great significance, we provide valuable reference and inspiration, and we can learn from and absorb their advantages, according to the actual situation of our country, to build a teaching evaluation index system in line with our needs.

As a major sports province in China, Guangdong province is in a leading position in the country and has a certain model. The quality of its public physical education teaching has an important influence on national physical education. Build "A Development Evaluation Index System of Public Sports Football University Course Based on OBE Concept in Guangdong Province" to solve the problems of traditional evaluation systems, It helps to improve the teaching quality of public sports and football courses in undergraduate universities in Guangdong Province, Promote the reform and development of public physical education teaching in Guangdong Province, Promote the development of physical education in Guangdong Province and even the whole country, It also has an important reference for the construction of national and other provincial teaching evaluation index system.

Objectives

To develop an evaluation index system for the public sports football university course based on the OBE concept in Guangdong Province.

Literature Review

This chapter aims to provide a comprehensive literature review to construct the theoretical basis and frame of reference for subsequent studies from the basic idea of OBE (outcome-based education) and its application to the present situation of physical education in undergraduate colleges and universities and then to the public sports football teaching evaluation and evaluation index system based on OBE, each part trying to analyze a core problem: how to physical education of undergraduate colleges and universities in Guangdong province, especially the public sports football class, achieve more effective and comprehensive teaching evaluation.

OBE (Outcome-Based Education) Basic ideas and applications





Outcome-Based Education (OBE) is an educational concept that emphasizes the outcome of students' learning rather than the process of learning. This approach originated in the United States in the 1970s and was widely used and developed in the 1980s and 1990s. The idea of OBE was initially widely accepted in the American educational community, especially driven by William Spady. Spady is seen as a leading advocate and theorist of OBE. He elaborated the principles and practices of OBE in many books and articles, including the 1988 article "Organizing for Results: The Basis of Authentic Restructuring and Reform" and the 1994 book "Outcome-Based Education: Critical Issues and Answers" (Spady, 1994; Spady, 1988).

In the 21st century, the application of the OBE concept has deeply penetrated all levels and types of education. OBE has been widely used in the design and evaluation of university and postgraduate courses. For example, the ABET certification system in the field of engineering education emphasizes the importance of learning outcomes and defines a range of desired learning outcomes for the engineering profession (Black, P., & Wiliam, D, 1998). OBE has also been widely used in vocational education and continuing education (Jones and Turner, 2017).

OBE also encourages flexible teaching methods, including individualized teaching, group learning, and project learning (Spady, 1994). Such methods can meet the different needs of students and help them achieve their learning goals. Furthermore, the assessment in OBE is not only the end of the learning process but also an ongoing process. This continuous assessment can provide timely feedback to teachers and students for timely adjustment. The successful implementation of OBE requires good teaching skills and evaluation skills. Teachers need to be able to set clear learning outcomes, design effective teaching strategies, and also be able to perform effective learning evaluations. (Boiché, J.C.S, et al, 2008).

The challenge of football education

In the promotion of football education in Guangdong universities, Zhou (2017) has presented a series of challenges, including inadequate coaching quality, inadequate facilities, and low student participation (Zhou, 2017). These challenges need to be fully considered when constructing the evaluation index system based on OBE.

The current situation of physical education courses in higher education in Guangdong Province shows that despite a series of reforms and developments, it still faces many challenges, especially in football education. The current education system is relatively diverse in content and form, but it still needs to be improved in terms of teaching quality and student participation. This paper provides the development space and the application prospect for the teaching evaluation index system based on the OBE concept.

OBE practice and research in Guangdong undergraduate schools

Chen, J., & Wu, L. (2019) analyzed a detailed implementation of achievement-based education (OBE) in universities in Guangdong Province and pointed out that despite a series of positive policy support, there are many challenges in specific implementation (Chen & Wu, 2019). The case study of Li (2020) further explored how the Guangdong Engineering major implemented OBE and provided a specific case analysis (Li, 2020).

The study by Zhang (2021) evaluated the impact of OBE on the learning outcomes of students in Guangdong and found that OBE could effectively improve students' core competencies and comprehensive qualities (Zhang, X., 2021). This provides strong support for the implementation of OBE in the field of physical education.

Universities in Guangdong province have had some experience and achievements in implementing achievement-based education (OBE), but there are also many challenges. These challenges include but are not limited to teaching resources, teacher training, and improvement of evaluation systems. Nevertheless, the implementation of OBE has shown clear results in improving student learning outcomes.

This section reviews the literature on physical education, student participation, and physical education performance, and the application of results-based education (OBE) education in physical education in Guangdong Province. Considering the research results of all aspects, we believe that it is





feasible and necessary to construct a Development Evaluation Index System for the Public Sports Football University Course Based on the OBE Concept in Guangdong Province. This can not only effectively improve the quality of teaching, but also promote the all-round development of students.

Summary

In exploring the basic concepts and applications of OBE, we first review the history and definition of the OBE education model, emphasizing its importance in higher education, especially in physical education. The achievement orientation of OBE provides a new perspective for the evaluation of student's practical skills and comprehensive qualities, which is particularly important in the field of physical education.

Further, by analyzing the current situation of physical education in undergraduate universities in Guangdong Province, this paper highlights the current diversity of physical education curriculum and teaching resources, as well as the complex relationship between student participation and physical education performance. This provides a realistic background and specific questions for subsequent studies, especially in the evaluation mechanism and teaching effectiveness. When discussing the teaching evaluation of public sports and football courses, this paper explores a variety of possible evaluation modes from the perspective of teaching methods and evaluation mechanisms, including performance evaluation and skill tests. At the same time, by analyzing the teaching effect and student satisfaction, this paper tries to find out the convergence point between the OBE concept and the existing teaching evaluation, as well as the need to be improved. Finally, in the section on the evaluation index system based on OBE, this paper not only makes a comprehensive analysis of the existing teaching evaluation indicators but also tries to propose several possible evaluation models and frameworks based on OBE. These models and frameworks aim to evaluate students' learning outcomes more comprehensively and accurately, while also providing teachers with more diversified and flexible teaching evaluation tools.

To sum up, this section provides a multi-dimensional and cross-field perspective to examine the teaching evaluation of undergraduate physical education in Guangdong Province, especially in public sports and football courses. Through a comprehensive review of the relevant literature, this section provides a solid theoretical basis and reference framework for subsequent research. The results of these literature reviews have important guiding significance for our subsequent research work. They not only clarify the research direction and goal for us but also provide us with rich theoretical resources and empirical basis. In the subsequent research, we will build a set of teaching evaluation index systems of public sports and football classes based on the OBE concept, aiming to improve the teaching quality, optimize the teaching effect, and promote the all-round development of students. We hope to further promote physical education reform in Guangdong province and even the whole country, especially in the key link of teaching evaluation.



Conceptual Framework

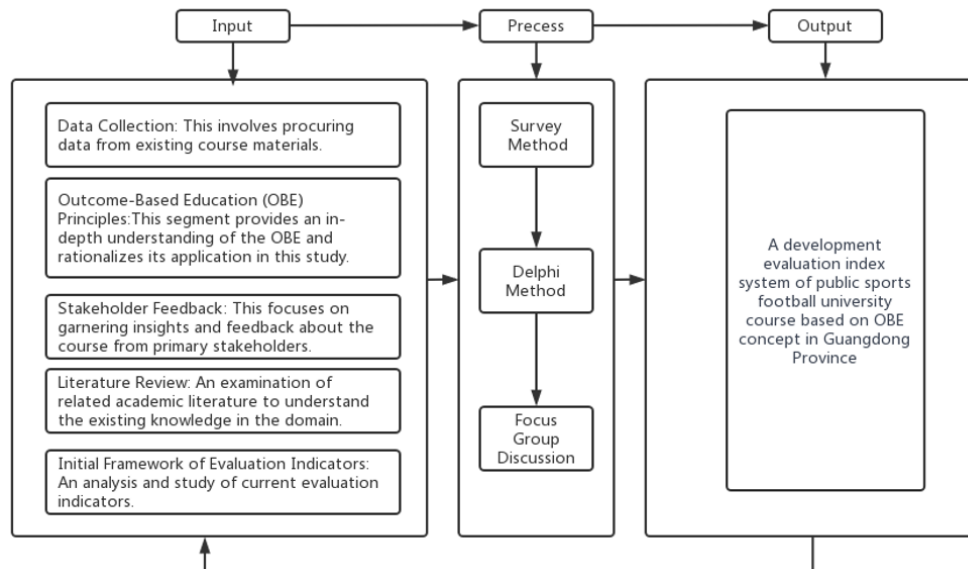


Figure 1 Conceptual framework

Methodology

Population and sample size

The scope of this study covers all 66 undergraduate institutions (including 5 independent colleges) in Guangdong Province, which have diversified characteristics, including but not limited to geographical location, subject areas, and educational level. The subjects included faculty, students, and administrators. Statistical Bulletin on the Development of Education in Guangdong Province (2022) There are 82,600 teachers and 1,321,900 regular undergraduate students. Considering the investigator, research funding, study duration, and other constraints, conducting the overall study is unrealistic. Therefore, a "stratified random sampling" method was used to select representative samples.

The 68 undergraduate universities were classified according to their prefecture-level cities and special zones and were divided into 16 prefecture-level cities and special zones, including Guangzhou and Shenzhen.

The formula for calculating the sample size is:

$$n = \frac{Z^2 \times p \times q}{E^2}$$

From the above calculation, the optimal sample size was 385. That is, to reach a 95% confidence level and a 5% error range, at least 385 samples will need to be drawn for this study. At the same time, it is evenly distributed in each layer to more comprehensively and accurately reflect the teaching status of public sports and football courses in undergraduate universities in Guangdong Province.

Through this sampling method, we can not only obtain data with higher universality and accuracy but also conduct research and analysis more effectively, to draw more reliable conclusions.

Research tools

WPS table, questionnaire, and Analytical Software

Data Collection and Data Analysis

1. *Collection of literature data*, The related papers, educational policies, and the syllabus constructed a preliminary framework of the evaluation index system, which mainly includes: teaching

quality, teaching resources, student participation, teaching continuous improvement, and IOC validity test to ensure the quality and applicability of the questionnaire questions.

2. *Data collection of the evaluation index system model framework*, Based on the analysis results of the above literature data, the teaching evaluation index model is obtained. Five experts were invited to delete or modify the initial index system and conduct data collection. According to the collected expert opinions, and initially determine the index. The expert discussions were recorded using the Word software and the football model framework using the Excel software.

3. *IOC test, expert authority, and other data collection*, Formulate the teaching evaluation index system and compile the questionnaire.

Questionnaires were collected using the Excel software.

4. *Delphi Expert data collection*, Each round of expert consultation questionnaire was sent to 19 experts by email, focusing on the deadline for receiving the questionnaire. At the deadline for receipt, the questionnaire was checked and collected by email.

The allocation results and recommendations of experts were recorded using Excel software, data were collected for each round of consultation results, followed by statistical analysis, and the analysis results were fed back to the participating experts to confirm their accuracy.

1. Focus group discussion on opinion collection

A focus group interview questionnaire was developed to document the allocation results and recommendations of the experts and to feedback on the analysis results to the participating experts to confirm their accuracy.

2. Arithmetic mean (M), coefficient of variation (CV), consistency test of expert evaluation (p-value), and mean score standard value (Z) were used as the evaluation criteria for screening factors.

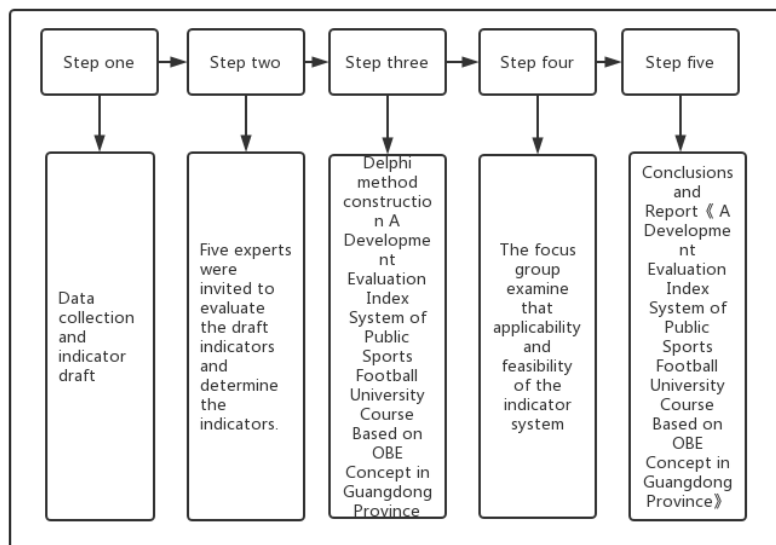


Figure 2 Research Process Framework

Results:

This research follows the principles of scientific, guidance, practicability, and operability. In the construction process, the effectiveness of the indicators is taken as the basic premise. From experience pre-selection to experiment pre-selection and expert consultation, the evaluation index system is gradually improved, the rationality and feasibility of the index system are analyzed, and the teaching evaluation index system is established as a true, objective, and comprehensive reflection of the public sports and football courses in Guangdong Province.

In this research, the researchers sorted out the index system for the second time and formed an evaluation index system composed of 5 first-level, 12 second-level, and 29 third-level indexes. Therefore, evaluation indexes of A Development Evaluation Index System of Public Sports Football



University Course Based on the OBE Concept in Guangdong Province were constructed through two rounds of the Delphi method, and the details are in Table 1.

Table 1: A Development Evaluation Index System of Public Sports Football University Course Based on OBE Concept in Guangdong Province (second round)

| A: First-level Index | B: Second-level Index | C: Third-level Index |
|---------------------------|---|---------------------------------------|
| A1: Teaching Quality | B1: Teaching Methods and Techniques | C1: Multimedia and Classroom Practice |
| | | C2: Teaching Innovation |
| | B2: Course Content | C3: Course breadth |
| | | C4: Course depth |
| | B3: Course Structure | C5: Course Update |
| | | C6: course Coherence |
| A2: Student Engagement | B4: Students' participation in activities | C7: Attendance |
| | | C8: Absence |
| | B5: Students' autonomous learning | C9: Self-management |
| | | C10: Self-motivation |
| A3: Educational Resources | B6: Teaching materials | C11: Textbook quality |
| | | C12: Textbook update |
| | B7: Teaching facilities and resources | C13: Classroom and Facilities |
| | | C14: Practice Space and Facilities |
| | B8: Teachers and Training | C15: Teacher Qualification |
| | | C16: Teacher Training Participation |
| A4: Teaching Outcomes | B9: Student learning outcomes | C17: Classroom feedback |
| | | C18: Final evaluation |
| | | C19: Academic achievement |
| | | C20: Practical ability |
| | B10: Evaluation and feedback | C21: Timely feedback |
| | | C22: Student evaluation |



| A: First-level Index | B: Second-level Index | C: Third-level Index |
|--|---------------------------------------|---|
| A5: Continuous Improvement in Teaching and Learning Outcomes | B11: Teaching Evaluation and Revision | C23: Student satisfaction |
| | | C24: Quality of course revision |
| | | C25: Frequency of teaching evaluation |
| | | C26: Results of teaching evaluation |
| | B12: Management Improvement | C27: Comparison between teachers' self-evaluation and external evaluation |
| | | C28: Management process optimization |
| | | C29: Risk identification and response |
| | | |

This research adopted the method of focus group interviews to demonstrate the rationality and feasibility of "A Development Evaluation Index System of Public Sports Football University Course Based on OBE Concept in Guangdong Province", and the results show that the evaluation index system has good rationality and feasibility.

Conclusion

This research mainly builds on the word "A Development Evaluation Index System of Public Sports Football University Course Based on OBE Concept in Guangdong Province". The index system is based on the relevant theories and guiding principles and constructs a preliminary pre-selected index system by consulting the relevant literature of teaching evaluation, combining it with the actual work, and inviting experts face to face. Subsequently, the evaluation index system was determined through two rounds of consultation. Finally, the method of focus group interviews analyzes the rationality and feasibility of the evaluation index system. Experts agree that the evaluation index system is reasonable and feasible and has a promotion value.

Discussion

1. Dimension construction

Compared with the existing literature, this study is innovative in its dimension construction. This study explores the construction of a teaching evaluation index system for public sports football in undergraduate universities in Guangdong Province. Through two rounds of the Delphi method, five first-level indicators, twelve second-level evaluation indicators, and 29 third-level evaluation indicators were established. Based on the OBE concept, the evaluation index system not only focuses on students' knowledge and skills but also pays attention to students' attitudes, values, and other non-cognitive factors. In addition, this study considers the regional characteristics and cultural background, which makes the evaluation index system more targeted and practical. This provides a clear direction for the subsequent evaluation. This is consistent with the research of Zhang (2021) evaluated the impact of OBE on the learning outcomes of students in Guangdong and found that OBE could effectively improve students' core competencies and comprehensive qualities, and this provides strong support for the implementation of OBE in the field of physical education.

2. Reflection and innovation of the existing evaluation index system

After deeply studying the existing evaluation index system, we realize that although the traditional evaluation index system has been verified and applied in the teaching practice for many years, there are still some limitations, especially in response to the rapid changes in the contemporary



educational environment and the diversity of students' needs. On this basis, this study makes a deep reflection and proposes a new evaluation index system based on the OBE concept.

Compared with the traditional evaluation index system, not only increased the "continuous teaching improvement and learning effect" level index, two secondary indicators and six level 3 indicators, proved the uniqueness of this study and innovation, also to the original evaluation index system, based on the concept of OBE evaluation index system to pay more attention to the comprehensive development of students, not only limited to the evaluation of knowledge and skills, but covers the students' attitude, values, and other non-cognitive factors. These new indicators are designed to encourage teachers to constantly reflect on and improve their teaching methods to achieve better teaching results.

Recommendation :

1. Policy recommendation

Based on the above research conclusions, the following policy recommendations are proposed for policymakers:

1.1 Strengthen the research and implementation of the evaluation index system of public sports football teaching in undergraduate colleges and universities in Guangdong province to ensure its scientific nature and practicability.

1.2 Universities are encouraged to cooperate with research institutions to jointly develop and promote the evaluation index system based on the OBE concept.

1.3 Organize regular training for experts and teachers to improve their cognitive and application ability of the new evaluation index system.

2. Practical recommendation

2.1 Colleges and universities should strengthen exchanges and cooperation with other universities, and jointly study and explore the implementation and improvement of the evaluation index system.

2.2 Teachers should adjust the teaching methods and strategies according to the evaluation index system to ensure that the teaching effect is consistent with the predetermined goal.

2.3 Students, parents, and people from all walks of life are regularly invited to participate in the evaluation to ensure the comprehensiveness and objectivity of the evaluation.

3. Recommendations for further studies

3.1 The same study was conducted in other regions outside of Guangdong Province to explore the applicability of the evaluation index system in different cultural and educational settings.

3.2 Study the implementation process of the evaluation index system deeply and find out and solve the possible problems in the actual operation.

3.3 Combined with modern educational technologies, such as artificial intelligence and big data, the evaluation index system is further optimized and improved.

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