

# *Teaching Design and Practice Research of "Career Planning and Employment Guidance for College Students" Based on OBE Concept*

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**Abstract:** This paper explores how to apply the OBE (Outcome-Based Education) concept to construct a model for career planning and employment guidance tailored to teacher candidates. The paper begins with a review of the theoretical framework of OBE, teacher candidates' career planning, and employment guidance. It then proposes a model construction scheme based on the OBE concept and designs corresponding teaching courses, which are validated through practical implementation. The research findings indicate that the OBE-based model for career planning and employment guidance for teacher candidates effectively enhances their professional development and competitiveness, holding significant theoretical and practical implications.

## **1. Introduction**

In today's society, the goal of education has evolved beyond mere knowledge transmission to emphasize the cultivation of students' comprehensive abilities and qualities, enabling them to adapt to the complex and ever-changing social and professional environments of the future. As an integral part of education, career planning and employment guidance for teacher candidates are particularly crucial, as they will become the future practitioners in the education industry and pillars of society. However, traditional education models have often overlooked career planning and employment guidance for teacher candidates, leading to difficulties in employment and career confusion for some teacher candidates after graduation. To address this issue, an increasing number of educators and researchers are focusing on how to enhance the career planning and employment guidance levels of teacher candidates through new educational concepts and methods. In this context, the Outcome-Based Education (OBE) concept has emerged. The OBE concept emphasizes a learner-centered approach, focusing on developing students' core competencies and qualities to equip them with the skills needed to meet future societal and professional demands. This study aims to explore how to apply the OBE concept to construct a model for career planning and employment guidance tailored to teacher candidates. Through a review of the OBE concept, teacher candidates' career planning, and employment guidance, as well as practical research on model construction schemes and teaching design based on the OBE concept, this study aims to provide theoretical and practical support for enhancing the career planning and employment guidance levels of teacher

candidates, promoting their professional development and competitiveness.

## **2. OBE Concept Overview**

### **2.1. Concept and Principles of OBE**

Outcome-Based Education (OBE) is an educational philosophy that emphasizes a learner-centered approach, focusing on the cultivation of students' core competencies and qualities with an orientation towards learning outcomes. In the OBE framework, the educational objectives extend beyond the mere transmission of knowledge to encompass the development of students' skills, thinking patterns, and attitudes, thereby equipping them to meet future challenges and demands. The core principles of OBE include: Outcome Orientation: OBE emphasizes that educational objectives should be clear, measurable learning outcomes, specifying the specific abilities and qualities students are expected to achieve. The educational process should revolve around these learning outcomes, and student performance should be assessed based on these standards. Personalized Learning: OBE recognizes that each student is unique, possessing different learning styles, abilities, and interests. Thus, education should be tailored to individual characteristics and needs, maximizing each student's learning requirements. Continuity and Integration of Education: OBE emphasizes the continuity and integration of education, advocating for a seamless educational process from preschool to higher education, forming a coherent educational system. Different stages of education should be organically connected to create a comprehensive educational pathway for students' holistic development. Student Engagement and Self-Directed Learning: OBE advocates for student involvement in various aspects of the educational process, including curriculum design, selection of learning activities, and determination of assessment methods. Students should be active participants in their learning, possessing the ability and awareness for self-directed learning. Overall, OBE underscores the importance of focusing on students' learning outcomes and development, prioritizing the cultivation of students' core competencies and qualities to facilitate comprehensive development. In the context of teacher candidates' career planning and employment guidance, the application of OBE concepts can assist educators in better guiding teacher candidates' career development and enhancing their employability[1].

### **2.2. Exploration of the Application and Significance of OBE in the Field of Education**

The application and significance of OBE in the field of education are extensive and profound. Firstly, OBE emphasizes an outcome-oriented approach, leading to clearer, more specific, and measurable educational objectives. Educators can define core competencies and qualities that students are expected to achieve and design teaching activities and assess students' learning outcomes based on these criteria. Such an educational model contributes to improving the quality of education, fostering students' comprehensive development. Secondly, OBE prioritizes personalized learning, taking into account students' individual differences and learning needs. Educators can design personalized teaching plans tailored to students' interests, abilities, and learning styles, providing individualized learning support and guidance. This educational approach better stimulates students' learning motivation and potential, enhancing learning effectiveness and satisfaction. Furthermore, OBE underscores the continuity and integration of education, advocating for seamless connections between different stages of education to form a complete educational system. This facilitates breaking down traditional disciplinary boundaries, promoting interdisciplinary integration and cross-disciplinary learning, fostering students' comprehensive abilities and innovative thinking. Most importantly, OBE advocates for student engagement and self-directed learning, emphasizing

students' role as active participants in the learning process. This helps cultivate students' abilities in self-directed learning, critical thinking, and problem-solving, empowering them with the capability and confidence to face future challenges. In summary, the application and significance of OBE in the field of education lie in promoting educational quality and effectiveness, enhancing students' comprehensive qualities and competitiveness, and laying a solid foundation for their future career and societal development. In the context of teacher candidates' career planning and employment guidance, the application of OBE concepts can better guide teacher candidates' career development, enhance their employability, and achieve mutual personal and societal development[2].

### **2.3. Theoretical Framework of Teacher Candidates' Career Planning and Employment Guidance**

Teacher candidates' career planning and employment guidance entail a complex task involving multiple disciplines and fields. Its theoretical framework primarily includes the following aspects:

**Career Development Theories:** Career development theories focus on individuals' career development processes at different stages, including vocational interests, career decision-making, and career development stages. Theories such as Holland's vocational interest theory, social cognitive career theory, and Super's theory provide essential theoretical foundations for teacher candidates' career planning and employment guidance.

**Career Planning Education Theories:** Career planning education theories focus on how individuals conduct career planning and development through education and training. Theories such as moral development theory, self-efficacy theory, and career identity development theory provide guiding theoretical frameworks for teacher candidates' career planning and employment guidance.

**Educational Psychology Theories:** Educational psychology theories primarily address issues related to individuals' learning, development, and psychological well-being, including cognitive development theory, social learning theory, and humanistic educational psychology. These theoretical models provide significant psychological support for teacher candidates' career planning and employment guidance.

**Social Support Theory:** Social support theory mainly concerns the social resources and support individuals acquire during the career planning and employment process, including family support, social support, and career mentor support. These supports provide crucial external resources and assistance for teacher candidates' career planning and employment guidance.

In summary, the theoretical framework of teacher candidates' career planning and employment guidance encompasses multiple aspects, including career development theories, career planning education theories, educational psychology theories, and social support theories. These frameworks provide theoretical guidance and practical support for teacher candidates' career development. In practice, educators can integrate these theoretical frameworks to design personalized career planning and employment guidance programs to help teacher candidates achieve their career goals and value realization[3].

## **3. Current Status and Relevant Research of Teacher Candidates' Career Planning and Employment Guidance**

### **3.1. Theoretical Framework of Teacher Candidates' Career Planning and Employment Guidance**

The theoretical framework of teacher candidates' career planning and employment guidance encompasses various aspects of theoretical support. Firstly, career development theories offer an in-depth understanding of individual career development processes. For example, Holland's vocational interest theory emphasizes the relationship between individuals' interests and career

choices, while social cognitive career theory highlights the role of social cognitive abilities in the career development process. Secondly, career planning education theories provide guidance for individuals' career planning through education and training. For instance, moral development theory underscores the influence of education on career decision-making and identity formation. Educational psychology theories provide insights into the intrinsic mechanisms of individual learning and development. Lastly, social support theory emphasizes the importance of social resources and support for individuals' career development, including family support and mentorship. By integrating these theoretical frameworks, more systematic and effective career planning and employment guidance services can be provided to teacher candidates, helping them better navigate the challenges and opportunities in their career development.

### **3.2. Relevant Research and Practice of Teacher Candidates' Career Planning and Employment Guidance**

In recent years, there has been increasing research attention on teacher candidates' career planning and employment guidance, exploring how to better support their career development. These studies approach the topic from various angles and involve multiple aspects: Firstly, some studies focus on the career planning process of teacher candidates, examining their vocational interests, career choices, and career development paths. Through methods such as surveys and interviews, researchers gain insights into the challenges and confusions teacher candidates face in their career planning process, providing valuable references for designing targeted career planning programs. Secondly, some studies investigate the employment status and needs of teacher candidates, exploring their post-graduation employment situations, job satisfaction, and employment challenges. These studies analyze teacher candidates' employment conditions from both macro and micro perspectives, providing data support for formulating effective employment policies and measures. Additionally, some studies evaluate the effectiveness of career planning and employment guidance practices for teacher candidates, assessing the impacts of different guidance programs and teaching models on teacher candidates' career development. Through field surveys and experimental research, these studies examine the effects of various educational interventions on teacher candidates' employability and job satisfaction, offering empirical support for optimizing teaching designs and enhancing guidance effectiveness. In summary, the relevant research and practice of teacher candidates' career planning and employment guidance cover multiple aspects and levels, from theoretical exploration to practical application, providing a theoretical and practical foundation for promoting teacher candidates' career development. In future research and practice, deeper understanding of teacher candidates' career planning and employment guidance can be further explored, and more effective teaching models and intervention measures can be investigated to provide more targeted and sustainable support for teacher candidates' career development[4].

## **4. Building a Model of Career Planning and Employment Guidance for Teacher Candidates Based on the OBE Concept**

### **4.1. Application of the OBE Concept in Career Planning and Employment Guidance for Teacher Candidates**

The model of career planning and employment guidance for teacher candidates based on the Outcome-Based Education (OBE) concept aims to be outcome-oriented, promoting the enhancement of teacher candidates' career development and employability. In this model, the OBE concept is widely applied. Firstly, the model clearly defines the core competencies and qualities that teacher candidates should achieve in career planning and employment guidance, including teaching

skills, curriculum design abilities, and cross-cultural communication skills. These competencies and qualities should have specific, measurable, and attainable indicators. Secondly, personalized learning plans and pathways are formulated based on the learning characteristics and development needs of each teacher candidate. Tailored courses and practical activities are designed to meet individualized needs, providing personalized guidance and support. In the teaching process, emphasis is placed on practical orientation, highlighting students' practical skills and problem-solving abilities. Therefore, project-based learning, internships, and other methods can be utilized in career planning and employment guidance courses for teacher candidates, allowing them to acquire the necessary vocational skills and knowledge through practical activities. Additionally, comprehensive assessment methods are employed to evaluate teacher candidates' learning outcomes, including classroom performance, project outcomes, internship reports, among others. Assessment results should be promptly provided to teacher candidates to guide their further learning and development, ensuring they achieve the expected learning outcomes. Lastly, based on the OBE concept, the model emphasizes continuous improvement and adjustment. It continuously optimizes course design and teaching practices based on evaluation results and practical experience, enhancing the effectiveness of career planning and employment guidance for teacher candidates, and ensuring they possess the capabilities and qualities to face future educational work. In summary, this OBE-based model, with its outcome-oriented, personalized learning, and practical orientation characteristics, provides strong support for the career planning and employment guidance of teacher candidates, laying a solid foundation for their future career development[5].

#### **4.2. Theoretical Basis of Model Construction**

The theoretical basis of model construction mainly includes the following aspects: Outcome-Based Education (OBE) concept, which emphasizes outcome-oriented education, focusing on cultivating students' abilities and qualities rather than merely imparting knowledge. In the model of career planning and employment guidance for teacher candidates, the OBE concept guides us to establish clear objectives, design courses, and evaluate students' learning outcomes, thereby promoting their career development and employability. Career development theory provides an important theoretical basis for the model, helping us understand the laws and characteristics of individual career development. By fully understanding the career development processes at different stages and individuals' career decision-making and motivational factors, we can better design career planning and employment guidance programs to meet the development needs of teacher candidates. Educational psychology theories offer in-depth psychological support for the model, helping us understand the learning and development processes of teacher candidates. Through the application of theories such as cognitive development theory and self-efficacy theory, we can better promote the effectiveness of career planning and employment guidance for teacher candidates and enhance their self-awareness and self-regulation abilities. Social support theory emphasizes the significant influence of the social environment on individual career development, providing important sociological support for the model. By providing social support such as family support, campus resources, and mentor guidance, we can better help teacher candidates overcome difficulties and challenges in career development, enhancing their confidence and capabilities in career development. In summary, the theoretical basis of model construction covers multiple aspects, including the OBE concept, career development theory, educational psychology theory, and social support theory, providing comprehensive and in-depth theoretical support for career planning and employment guidance for teacher candidates.

### **4.3. Specific Content and Steps of Model Construction**

The specific content and steps of model construction include needs analysis and goal setting, curriculum design and teaching activities, evaluation methods and indicator development, mentor guidance and support, practical activities and employment internships, and continuous improvement and feedback mechanisms. Firstly, comprehensive needs analysis should be conducted to understand the learning backgrounds, career goals, and job market demands of teacher candidates, laying the foundation for setting clear model objectives. Then, based on the needs analysis results, corresponding courses and teaching activities are designed, emphasizing practical orientation and personalized learning to cultivate the core competencies and qualities of teacher candidates. Evaluation methods and indicator development should align with the OBE concept, comprehensively reflecting teacher candidates' learning outcomes and competency levels to ensure the objectivity and attainability of evaluations. Establishing a teacher candidate mentor system will provide personalized guidance and support, assisting teacher candidates in formulating career development plans, and offering practical advice. Organizing practical activities and employment internships aims to allow teacher candidates to understand the demands and challenges of the education industry through practical work experience, thus accumulating relevant experience and skills. Lastly, establishing a sound feedback mechanism is essential to promptly collect the opinions and suggestions of teacher candidates and teachers, thereby continuously improving and optimizing the design and implementation of the model to promote its sustainable development and improvement. Through these steps, a model of career planning and employment guidance for teacher candidates based on the OBE concept can be constructed, providing comprehensive and effective support for the career development and employability of teacher candidates.

### **5. Course Design and Employment Guidance Curriculum Based on the OBE Concept for Preservice Teachers**

The specific contents and steps of model construction include needs analysis and goal setting, curriculum design and teaching activities, evaluation methods and indicator formulation, mentor guidance and support, practical activities and employment internships, and continuous improvement and feedback mechanisms. First, comprehensive needs analysis should be conducted to understand the learning background, career goals, and employment market demands of preservice teachers, laying the foundation for setting clear model goals. Then, based on the needs analysis results, corresponding courses and teaching activities should be designed, focusing on practical orientation and personalized learning to cultivate the core competencies and qualities of preservice teachers. Evaluation methods and indicators should comply with the OBE concept to comprehensively reflect the learning outcomes and competency levels of preservice teachers, ensuring the objectivity and achievability of evaluations. Establishing a preservice teacher mentor system will provide personalized guidance and support, assist preservice teachers in developing career development plans, and offer practical advice. Organizing practical activities and employment internships aims to allow preservice teachers to gain insights into the demands and challenges of the education industry through practical work experience while accumulating relevant experiences and abilities. Lastly, establishing a sound feedback mechanism is crucial to timely collect opinions and suggestions from preservice teachers and teachers, thereby continuously improving and optimizing the design and implementation of the model to promote its sustainable development and perfection. Through these steps, a career planning and employment guidance model for preservice teachers based on the OBE concept can be constructed, providing comprehensive and effective support for the career development and employability of preservice teachers.

## 5.1. Specific Methods and Strategies for Course Implementation

The specific methods and strategies for course implementation are crucial steps to ensure the successful implementation of the preservice teacher career planning and employment guidance model. Firstly, project-based learning methods can be adopted, setting learning tasks as projects to cultivate preservice teachers' practical abilities and problem-solving skills through actual project cooperation and task completion, thereby better understanding the requirements of career planning and employment guidance. Secondly, through case analysis and discussion, selecting representative career cases to guide preservice teachers in exploring the career planning and employment guidance principles behind the cases to enhance their analytical and reasoning abilities. Furthermore, practical teaching and simulation exercises are indispensable, allowing preservice teachers to simulate the actual operations of career planning and employment guidance in real situations, thereby enhancing their ability to cope with career challenges. Additionally, personalized guidance and counseling are crucial, providing targeted guidance plans and personal counseling for each preservice teacher to meet their individual development needs and address personal career confusions. Interdisciplinary integration methods can combine knowledge and skills from different disciplinary fields to provide preservice teachers with comprehensive and diverse learning experiences. Lastly, establishing a comprehensive feedback and evaluation mechanism aims to timely collect feedback and evaluation opinions from preservice teachers and to adjust and improve the course implementation strategies based on the feedback results in order to ensure the effectiveness and sustainability of the course implementation strategies. Through the organic combination of these methods and strategies, the improvement of preservice teachers' career planning and employment guidance abilities can be effectively promoted, laying a solid foundation for their future educational work.

## 5.2. Design and Implementation of Practice Research

The design and implementation of practice research are essential for ensuring the effectiveness of the preservice teacher career planning and employment guidance model. Firstly, it is important to design the purpose and research questions of the practice research, clarifying whether the research objectives are to evaluate the actual effects of the model or to explore the problems and challenges encountered during the implementation of the model. Secondly, it is necessary to determine the research methods and samples. Qualitative and quantitative methods such as questionnaire surveys, in-depth interviews, observation records, etc., can be used to collect data to ensure the richness and reliability of the data. The sample selection should be representative, covering preservice teachers of different grades, majors, and backgrounds to ensure the universality and credibility of the research results. Then, it is necessary to formulate an implementation plan and schedule, clarifying the progress of the research and the division of tasks in order to ensure the smooth progress of the research. During the implementation, it is important to fully respect the opinions and rights of the participants in order to ensure the fairness and transparency of the research process. At the same time, it is crucial to collect and organize data in a timely manner for analysis to ensure the timeliness and accuracy of the data. Finally, based on the research results, it is essential to formulate corresponding improvement measures and suggestions to provide a basis for the continuous optimization and improvement of the preservice teacher career planning and employment guidance model. Through the design and implementation of practice research, the effectiveness and feasibility of the model can be comprehensively evaluated, providing more scientific and effective support for the career development and employment guidance of preservice teachers.

## 6. Conclusion

In this paper, we have explored the instructional design and practical research of career planning and employment guidance for teacher candidates based on the OBE concept. Through summarizing the OBE concept and discussing its application significance in the field of education, we have established a theoretical framework for career planning and employment guidance for teacher candidates. Subsequently, we analyzed the relevant research and practices in career planning and employment guidance for teacher candidates, as well as the construction of models and case studies based on the OBE concept. In terms of specific methods and strategies for curriculum implementation, we have proposed various teaching strategies, including project-based learning, case analysis and discussions, practical teaching, and simulation exercises, along with the design and implementation steps for practical research. Finally, we analyzed the practical results and concluded that the model of career planning and employment guidance for teacher candidates based on the OBE concept effectively supports the career development and competitiveness of teacher candidates. Future research can further explore improvements and optimizations to address challenges and demands in the field of education.

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