

Path Optimization of Sino-Thai Education Collaborative Talent Cultivation Based on OBE Theory*

Bilyu Yang

Zhejiang Yuexiu University

Zhejiang, China

E-mail: 20242108@yxc.cn

Received 1 February 2026; Revised 25 March 2026; Accepted 26 March 2026

Abstract

Against the backdrop of the deep integration of China's Belt and Road Initiative and Thailand's 4.0 Initiative, Sino-Thai educational cooperation has stepped into a high-quality development stage. However, the traditional cooperation model faced prominent bottlenecks, including the disconnection between educational objectives and industrial demands, insufficient cross-school curriculum synergy, and a rigid single evaluation system. These issues have hindered the cultivation of interdisciplinary talents. Taking Zhejiang Yuexiu University (ZYU) as a case study, this paper explored the optimization paths of Sino-Thai educational collaborative talent cultivation under the guidance of Outcome-Based Education (OBE) theory. The research identified four optimization paths, namely (1) anchor collaborative education goals based on OBE's goal orientation, (2) co-construct curriculum system based

* This project is a 2025 teaching research project of Zhejiang Yuexiu University (Project No.: 2505270008) and also one of the research achievements of its Northeast Asia Research Center.

on OBE's outcome-oriented instructional design, (3) innovate teaching models based on OBE's student-centeredness, and (4) improve multi-evaluation mechanism based on OBE's continuous improvement. Furthermore, each path is elaborated with specific practices. Guided by the core tenets of OBE, namely goal orientation, student-centeredness, and continuous improvement, the four optimization paths realized the precise alignment of talent quality assurance system. The practical practices of the university verified the effectiveness of the OBE-based optimization paths. Furthermore, the university provided cultivation with Sino-Thai industrial needs, the deep integration of Sino-Thai educational resources, the effective improvement of cross-cultural teaching effectiveness, and the construction of a closed-loop talent cultivation a replicable practical paradigm for Sino-Thai educational cooperation and the cultivation of international compound talents in higher education institutions.

Keywords: OBE Theory, Sino-Thailand Education Cooperation, Talent Cultivation, Collaborative Education, Path Optimization

Introduction

The deep alignment of China's Belt and Road Initiative with Thailand's 4.0 Initiative has driven Sino-Thai educational cooperation to form a multi-field and diversified development pattern (Li, 2019; Cui & Wen, 2022). The China Education Modernization 2035 Plan explicitly emphasized the need to create a new pattern of educational opening-up, enhance international educational exchange and cooperation, and advance the high-quality development of Sino-foreign cooperative education (The State Council of the People's Republic of China, 2025). As important partners

along the Belt and Road, China and Thailand accumulated rich achievements in academic education, language training, and scientific research cooperation, with regular joint training, student exchange programs, and frequent cultural and academic exchanges (Ren, 2024).

With the deepening of regional economic and trade cooperation, the inherent shortcomings of the traditional Sino-Thai educational cooperation model became increasingly prominent. Hence, these issues restricted the quality of collaborative talent cultivation (Wang, 2019; Luo et al., 2021; Xiao & Tian, 2024; Ding, 2025). Specifically, first, the cultivation objectives were not closely aligned with market demands in key areas of Sino-Thai cooperation, including trade, tourism, the digital economy, and agriculture. Meanwhile, the curriculum design of joint training programs was disconnected from the practical needs of industry. These discrepancies have resulted in inadequate employability and adaptability of students. Second, the forms and content of cooperation were relatively single, the cross-school collaboration was inadequate, and teaching resources were scattered. These issues have led to the inadequate development of interdisciplinary research cooperation in the humanities, social sciences, and arts. Third, the evaluation system overemphasized academic performance and failed to fully assess students' comprehensive qualities like cross-cultural communication, practical innovation, and teamwork. Fourth, practical challenges (such as the unbalanced development of regional educational service trade, cultural disparities, language barriers, and irrational human resource allocation) and budget allocation further restricted the deepening of cooperation. Fifth, there is an urgent need to optimize the talent structure of Sino-Thai educational cooperation, expand the scale of scientific research

cooperation, improve the quality of cooperative education programs, and strengthen the qualification assessment of cooperative institutions and the supervision of teaching management.

1. Principles and Rationale

Outcome-Based Education (OBE), first proposed by American scholar Spady in 1981, has emerged as a mainstream theory guiding global higher education reform due to its proven application effects (Spady, 1994). Centered on students' ultimate learning outcomes, OBE emphasizes aligning educational objectives with social needs, diversifying learning effect assessments, and continuously improving educational systems (Spady, 1994; Kaliannan & Chandran, 2012; Jia & Jing, 2020). The outcome-orientation, student-centeredness, and sustainable development are three key elements of OBE. As educational philosophy, it was summarized as “student-centered, outcome-oriented, and continuous improvement” (Wang et al., 2025). Furthermore, this concept has been further extended to four core implementation elements: explicit learning outcomes, outcome-oriented instructional design, diversified teaching and evaluation methods, and a closed-loop mechanism for continuous improvement (Feng, 2016; Zhou & Zhou, 2018; Wang et al., 2026). At its core, OBE ensures that educational activities closely align with social needs, enabling students to acquire career-relevant and socially applicable knowledge, skills, and competencies through systematic learning (Venkatesh & King, 2021).

International research on transnational higher education has advanced around collaborative talent cultivation, curriculum development, digital-enabled OBE, and industry-driven reform. These studies have confirmed that OBE is highly relevant to Sino-Thai educational cooperation.

For example, Knight (2023) emphasized that high-quality transnational cooperation relies on aligning talent cultivation goals with regional industrial demands and establishing government-enterprise-university collaborative mechanisms. For cross-border curriculum development, Xi (2022) found that according to the talent training program of professional courses, curriculum resources are optimized, cases are selected, PBL teaching method is applied, classroom interaction and curriculum thinking and politics are combined to enhance the professional knowledge level and strengthen the quality training of students. In this way, students can become responsible talents. In digital empowerment, Bower (2024) noted that digital platforms break geographical barriers to build immersive cross-border teaching scenarios, while Mahrishi et al. (2025) highlighted that combining digital technology with OBE enhances students' practical innovation and cross-cultural communication abilities. Gonzalez et al. (2025) further underscored enterprise participation in the entire talent cultivation process as the core of OBE-based industry-university collaboration.

In contrast, research on Sino-Thai educational cooperation has mainly focused on macro-level analyses of the progress, dilemmas, and optimization strategies of bilateral cooperation (Cui & Wen, 2022; Li, 2024; Ren, 2024). However, there are some notable gaps, such as insufficient micro-level case studies on specific universities, inadequate analysis of how OBE's core tenets guide collaborative talent cultivation paths, and limited integration with international achievements in digital empowerment and industry-driven reform (Knight, 2023; Bower, 2024; Gonzalez et al., 2025). These research gaps have led to the formulation of less targeted optimization strategies.

The core tenets and implementation logic of OBE align highly with the practical requirements of Sino-Thai educational collaborative talent cultivation. Specifically, (1) its goal orientation addresses the misalignment between traditional cultivation objectives and industrial demands; (2) student-centeredness promotes cross-cultural teaching innovation and enhances students' comprehensive qualities; and (3) the emphasis on sustainable development drives the construction of multi-subject evaluation and feedback mechanisms for continuous optimization of collaborative education systems. To fill existing research gaps, this study aimed to explore the specific implementation path of OBE-based Sino-Thai collaborative talent cultivation and verify its effectiveness through practice for enriching case-based research on Sino-Thai educational cooperation by taking Zhejiang Yuexiu University (ZYU) as a case study. Finally, provide a replicable paradigm for integrating OBE theory with transnational collaborative talent cultivation.

2. Scope of the Study

Zhejiang Yuexiu University in Shaoxing, China, was selected as the research subject of this study. Founded in 1981, ZYU is a full-time undergraduate institution featuring foreign language education and interdisciplinary development. It became a bachelor's degree-granting university in 2008 and was designated as a candidate institution for master's degree programs in Zhejiang Province in 2017. Currently, the university offers 17 foreign language programs (including Thai) spanning six major disciplinary areas, with approximately 17,000 undergraduate students enrolled as of 2026 (Zhejiang Yuexiu University, 2026). The university has prominent advantages in international education and multilingual talent cultivation. In

particular, its Foreign Language and Literature discipline is a first-class discipline in Zhejiang Province, and several programs have been selected as national or provincial first-class undergraduate majors, while the literature discipline has consistently ranked among the top in China's private universities in independent evaluations (Zhejiang Yuexiu University, 2025). ZYU places great emphasis on internationalization, having established cooperative relationships with over 180 universities in more than 30 countries and sending hundreds of students on overseas exchange programs annually. The university accumulated solid practical experience in Sino-Thai educational cooperation, and built a multi-dimensional cooperation system covering basic education, higher education, and government-enterprise collaboration. Importantly, the university is a typical representative for studying the optimization of OBE-based Sino-Thai educational collaborative talent cultivation paths (Zhejiang Yuexiu University, 2026).

The research objective of this paper was to explore the optimized path of Sino-Thai educational collaborative talent cultivation based on OBE theory by taking ZYU as a case, so as to solve the practical predicament of cross-regional collaborative education in Sino-Thai educational cooperation, improve the quality of talent cultivation, and provide talent support for Sino-Thai industrial cooperation.

3. Research Methods

This study employed a qualitative, empirical case study approach, taking Zhejiang Yuexiu University as the research subject. As a Thai language instructor at the School of Oriental Languages, Zhejiang Yuexiu University (SOL-ZYU), the researcher collected research-related information by leveraging professional experience, institutional resources, and authoritative

sources (e.g., the university's official website and institutional reports). The researcher integrated first-hand practical experience in Sino-Thai educational cooperation and talent cultivation with the university's internal documents (e.g., talent cultivation plans, cooperation reports) and official institutional publications, thereby ensuring the authenticity, objectivity, and practical validity of the research. ZYU was selected for its distinctive foreign language education strengths, mature Thai language talent cultivation system, rich Sino-Thai cooperation experience, and systematic OBE-based explorations, providing a typical practical sample, while the researcher's frontline identity ensured access to in-depth first-hand information.

The research data were analyzed using a qualitative content analysis approach, with a specific focus on the OBE-guided optimization of Sino-Thai collaborative talent cultivation paths. After sorting, classifying and eliminating invalid information, data were coded by four OBE-themed dimensions (including goal anchoring, curriculum co-construction, teaching innovation, evaluation improvement) to extract the university's specific measures and effects. The logical connection between these measures and OBE tenets was further analyzed to clarify the causal relationship between OBE implementation and cultivation quality improvement, and summarize the systematic optimization path. The trustworthiness of the research was ensured through the researcher's insider perspective, cross-verification of tripartite data, and the derivation of conclusions from the analysis of practical materials.

Sino-Thai Education Collaboration Path Optimization in ZYU

Taking “Foreign Language Plus” concept as the core guidance, ZYU

built a multi-dimensional Sino-Thai cooperation system. The system covers basic education, higher education and government-enterprise collaboration under the background of the deep integration of China's Belt and Road Initiative and Thailand's 4.0 Initiative. Specifically, (1) in basic education, the university built practical bases in Thai schools and sent Chinese Language Education majors to Thailand for teaching practice every year; (2) in higher education, the university deepened cooperation with Thai universities, like Thammasat University and Chiang Mai Rajabhat University, and upgraded the joint training model from "language+culture" to "language+skills"; (3) in government-enterprise collaboration, the university established cooperative relations with Thai government agencies and enterprises, and built overseas practice bases to lay a market-oriented foundation for talent cultivation (Zhejiang Yuexiu University, 2025).

The university focuses on expanding the depth and breadth of Sino-Thai educational cooperation and improve the quality of collaborative talent cultivation. The university employed the core tenets of OBE theory as the guidance, and systematically optimized the implementation path of Sino-Thai educational collaborative talent cultivation from four dimensions. There were goal anchoring, curriculum co-construction, teaching innovation and evaluation improvement. Each optimization path was closely linked to the core elements of OBE. Importantly, the implementation of the path effectively solved the practical dilemmas of traditional Sino-Thai educational cooperation, and realized the high-quality development of collaborative talent cultivation.

1. Anchor Collaborative Education Goals Based on OBE's GoalOrientation

OBE's core tenet of goal orientation requires that educational

objectives must be closely aligned with social and industrial needs, and the setting of talent cultivation objectives must be based on in-depth research on market demand (Spady, 1994; Venkatesh & King, 2021). However, the traditional Sino-Thai educational cooperation model has the disconnection between cultivation objectives and industrial demands. To address this, the university took “in-depth research on social needs” as the core measure, and realized the precise anchoring of Sino-Thai educational collaborative talent cultivation objectives. This path was primarily implemented through industry-university collaboration and inter-institutional partnerships. This path can be taken as a direct application of OBE’s goal orientation in Sino-Thai educational cooperation. Moreover, the university laid a fundamental foundation for the follow-up curriculum design, teaching innovation, and evaluation system construction.

1.1 Industry-University Joint Market Research to Capture Industrial Talent Demand

The university cooperated with enterprises engaged in Sino-Thai industrial cooperation to conduct in-depth market research, and to determine the core competencies that Sino-Thai compound talents should possess. The university regards enterprises as the primary stakeholders in reflecting industrial demand. Taking Zhejiang SLING Automobile Bearing Co., Ltd. for example. It is a leading enterprise in China’s automotive bearing industry, has built a production base in Thailand’s Ayutthaya Industrial Park, and would like to further expand its business in the ASEAN market. The enterprise had an urgent demand for compound talents who are proficient in Thai and familiar with Southeast Asian culture and industrial rules (School of Oriental Languages of Zhejiang Yuexiu University, 2021). In April 2025, SOL-

ZYU held a symposium with the enterprise, and in July 2025, the research team of SOL-ZYU visited the enterprise’s Thai production base for on-site investigation and in-depth discussion (School of Oriental Languages of Zhejiang Yuexiu University, 2025a).

The in-depth cooperation between ZYU and SLING was an OBE-based practice of “industrial demand guiding educational objectives”. Through the investigation and discussion, the university accurately captured the industrial demand for Thai language compound talents in key fields, such as Sino-Thai finance, logistics, and purchasing. The university also clarified that the core cultivation objectives of Thai language majors are to master professional Thai application skills, understand Southeast Asian cultural norms, and possess cross-border industrial practical ability. On this basis, the university optimized the “language+skill” training model of Thai language majors, and added practical teaching content related to cross-border logistics, international trade, and enterprise management. The university realized the precise alignment of talent cultivation objectives with industrial demands. At the same time, the cooperation also provided high-quality employment platforms for graduates of the university. Moreover, the university laid a solid foundation for the deepening of the industry-university collaborative education mechanism.

1.2 Cross-School Exchange with Thai Universities to Align Sino-Thai Cultivation Standards

To accurately grasp the industrial development trends and talent market demand characteristics of both China and Thailand, as well as to realize the alignment of Sino-Thai educational collaborative talent cultivation standards, the university sent a delegation to visit Khon Kaen

University and Huachiew Chalermprakiet University in Thailand in 2025 (School of Oriental Languages of Zhejiang Yuexiu University, 2025a). The exchange and discussion with Thai universities was an important measure for the university to anchor collaborative education goals based on OBE theory. The university could avoid the one-sidedness of talent cultivation objectives caused by a single perspective, and further ensure that the cultivated talents can adapt to the development needs of both Chinese and Thai markets.

In the exchange with Khon Kaen University, the university conducted in-depth discussions on the construction of undergraduate student exchange channels, the coordination of teacher title promotion mechanisms, the innovation of the “3+1” and “foreign language plus” compound talent cultivation model, the optimization of curriculum system connection, and joint scientific research projects. At present, a graduate of the university has successfully enrolled in Khon Kaen University for a master’s degree. This laid a practical foundation for the inter-university talent cultivation cooperation and the alignment of cultivation standards. In the exchange with Huachiew Chalermprakiet University, the university focused on discussing the quality improvement of the “3+1” segmented training model, and clarified that the cooperation model would be expanded from the traditional “language+culture” basic training framework to the interdisciplinary direction of “language+professional skills (especially finance, business)”. This adjustment of the cooperation model was based on the joint judgment of the talent demand of the two countries’ markets. Additionally, the university was a concrete embodiment of OBE’s goal orientation in guiding the setting of Sino-Thai collaborative talent cultivation

objectives.

2. Co-Construct Curriculum System Based on OBE's Outcome-Oriented Instructional Design

OBE's outcome-oriented instructional design requires that the curriculum system must be designed around the expected learning outcomes of students, and the curriculum content must be closely linked to the core competencies that students need to master. However, traditional Sino-Thai educational cooperation model has the problems of scattered teaching resources and insufficient cross-school curriculum synergy (Feng, 2016; Wang et al., 2025). To respond to this challenge, the university built a three-dimensional integrated curriculum module of "language foundation+ professional empowerment+cultural competence". The university took "curriculum system iteration and optimization" as the core approach, and reconstructed the curriculum content according to the demands of Sino-Thai cooperation. This path was an application of OBE's outcome-oriented instructional design in Sino-Thai educational cooperation. It ensured the deep integration of Sino-Thai educational resources and laid a curriculum foundation for the cultivation of students' core competencies required for Sino-Thai cooperation.

2.1 Build a Three-Dimensional Integrated Curriculum Module

The university took the iteration of the curriculum system as the core, and built a three-dimensional integrated curriculum module of "language foundation+professional empowerment+cultural competence". First, it broke the traditional single language curriculum system. Second, it ensured the all-round upgrade of talent cultivation from knowledge imparting to cross-cultural literacy cultivation. This curriculum module

design is fully in line with OBE's outcome-oriented instructional design principle. In particular, (1) the language foundation module was designed to cultivate students' Thai language application ability. It was the basic competency for Sino-Thai cooperation; (2) The professional empowerment module was designed to cultivate students' professional skills in finance, business, tourism and other fields. It was the core competency for Sino-Thai industrial cooperation; (3) The cultural competence module was designed to cultivate students' cross-cultural communication and cultural adaptation ability. It was the key competency for cross-border cooperation. The three modules were interrelated and mutually supportive, and together form a complete curriculum system for the cultivation of Sino-Thai compound talents.

2.2 Reconstruct Curriculum Content to Align with Sino-Thai Cooperation Demands

On the basis of building the three-dimensional integrated curriculum module, the university reconstructed the curriculum content of each module according to the actual demands of Sino-Thai cooperation. The university ensured that the curriculum content was highly consistent with the expected learning outcomes of students and the practical needs of Sino-Thai cooperation. For the language foundation module, the university focused on practical scenarios and added special courses such as Business Conversation, Tourism Thai, and Business Thai Interpretation for Thai language majors. The university effectively enhanced students' Thai language application ability in professional scenarios. For the professional empowerment module, the university deepened the reform of case-based teaching. For example, it introduced typical Sino-Thai cooperation cases in

the Selected Readings of Current Affairs Articles course. So that students can realize the deep connection between professional knowledge and practical application. For the cultural competence module, the university innovated the practical training model, offered Thai cultural practice courses such as the production of traditional Thai food and handicrafts, and organized cultural experience activities such as the Loy Krathong Festival (School of Oriental Languages of Zhejiang Yuexiu University, 2024). The university broke down cross-cultural cognitive barriers through immersive experiences.

2.3 Build a Cross-Regional Teaching Resource Sharing Ecosystem

To break the geographical constraints of Sino-Thai educational cooperation and realize the sharing of high-quality teaching resources, the university took the digital empowerment of OBE as the starting point, and built a hybrid online and offline course of Thai Society and Culture based on the Wisdom Tree platform. This practice was an important exploration of combining digital technology with OBE-based curriculum co-construction in Sino-Thai educational cooperation. The university effectively expanded the coverage and influence of Sino-Thai cultural education curriculum. As of January 31, 2026, the course had been running stably for 12 semesters, with a total of 7,639 students participating in the learning and more than 27,281 interactive behaviors, covering 226 universities in China. Moreover, there are 10 universities incorporated the course into their credit management system, making it a benchmark shared resource in the field of Sino-Thai cultural education in Chinese universities (Wisdom Tree, 2026).

3. Innovate Teaching Models Based on OBE's Student-Centeredness

OBE's student-centered tenet requires that teaching activities must take students as the main body, focus on the cultivation of students'

practical ability and comprehensive quality, and adopt diversified teaching models to meet the individual learning needs of students (Kaliannan & Chandran, 2012; Wang et al., 2026). However, the traditional Sino-Thai educational cooperation model is plagued by several issues, including rigid traditional teaching methods, a disconnect between knowledge instruction and practical application, and the inadequate development of students' cross-cultural perspectives. To tackle these issues, ZYU upheld the practical and cross-cultural characteristics of language disciplines, and built a diversified new teaching system integrating project-based learning, government-enterprise-school collaborative teaching, cross-border synchronous classrooms, and practical teaching system construction. This practice was a concrete application of OBE's student-centeredness in Sino-Thai educational cooperation. It effectively enhanced the effectiveness of cross-cultural teaching and promoted the all-round development of students' core competencies.

3.1 Deepen Project-Based Learning (PBL) to Cultivate Students' Problem-Solving Capabilities

Guided by Dewey's "learning by doing" theory and based on OBE's student-centeredness, the university innovatively designed cross-cultural collaborative PBL projects by leveraging the situational and practical characteristics of language disciplines. The core of this teaching model is to take students as the main body of the project, and cultivate students' problem-driven abilities, cross-cultural communication abilities, and teamwork abilities. The cultivation of abilities can be achieved through the whole process of project design, implementation, and evaluation. The university paired Thai interns from Huachiew Chalermprakiet University (who

interned at ZYU for one year) with Thai language majors, and guided them to jointly plan and implement themed events such as Thai calligraphy competitions and Thai dubbing contests. In the process of project implementation, students improved their Thai listening, speaking, reading and writing skills in a real bilingual interactive context. They gained an in-depth understanding of Thai social thinking logic through cooperation with Thai peers, and also accumulated practical abilities such as communication and coordination, team management beyond textbooks.

It can further expanded the application scenarios of the PBL model to teaching practice co-construction, transnational sports events, thematic translation services, and cultural sharing salons. It is worthwhile to establish a regular cross-cultural collaborative learning mechanism. This expansion made the PBL model more in line with OBE's student-centeredness, and provided more diverse practical scenarios for students. The expansion effectively promoted the transformation of students' knowledge into practical ability.

3.2 Deepen Government-Enterprise-School Collaborative Teaching to Empower Classroom with Industry Experts

With the deepening of Sino-Thai economic and trade cooperation, the demand for compound talents in cross-border e-commerce and other fields became increasingly urgent. Based on OBE's student-centeredness and the requirement of aligning educational outcomes with industrial needs (Gonzalez et al., 2025), the university deepened the government-enterprise-school collaborative teaching model, and introduced industry experts to participate in classroom teaching. The university effectively solved the problem of the disconnection between classroom teaching and industrial

practice. In July 2021, the university invited the Thai Chinese Cross-Border E-Commerce Association and Jincheng E-Commerce Co., Ltd. to hold a Summer Training Camp on Southeast Asian Cross-Border E-Commerce Operations for teachers and students (Zhejiang Yuexiu University, 2021).

The training camp adopted a three-step progressive model of “case study - practical practice - concentrated review”. It focused on the core job requirements of cross-border e-commerce. Importantly, it systematically covering the entire chain of core skills such as industry theory, business model, operation strategy, logistics and customs clearance. Industry experts combined their practical experience to teach, making the teaching content more targeted and practical. Students directly faced the practical operation scenarios of the industry front line. It not only accurately master professional knowledge, but also formed a three-dimensional understanding of the cross-border e-commerce industry ecosystem. This government-enterprise-school collaborative teaching model took students’ practical ability cultivation as the core, and it was an important practice of OBE theory in guiding the integration of industry and education in Sino-Thai educational cooperation.

3.3 Create Cross-Border Synchronous Classrooms to Build Cross-Cultural Immersive Teaching Scenarios

Based on OBE’s student-centeredness and the digital empowerment of OBE (Bower, 2024), the university relied on mature online teaching platforms to create cross-border synchronous classrooms. It can help to break the geographical constraints of Sino-Thai educational cooperation, as well as upgrad the traditional “one-way knowledge transmission” to “two-way cultural integration”. There are 3 cores of this cross-border synchronous classroom, nemyaly (1) to build real-time

interactive teaching scenarios for Chinese and Thai teachers and students; (2) to enhance the immersion and interactivity of cross-cultural teaching; and (3) to take the deep integration of “language+culture” as the teaching goal. It is consistent with OBE’s requirement of cultivating students’ comprehensive cross-cultural quality.

The university regularly held online lectures with senior experts from Thai universities in cross-border synchronous classrooms. For example, the university invited Dr. Kaowta Chantranuson from Khon Kaen University to give an online lecture on Thai naming culture for teachers and students of the Thai Language Department in 2025. Dr. Kaowta elaborated on the traditional customs and modern evolution of Thai naming culture, and the interactive Q&A session after the lecture further stimulated students’ interest in Thai culture (School of Oriental Languages of Zhejiang Yuexiu University, 2025b). Through the interpretation of Thai native experts, students could directly explore the essence of Thai language and culture, deepen their understanding of Thai language and culture in academic exchanges. Besides, their cross-cultural communication ability was effectively improved. On the one hand, the cross-border synchronous classroom enriched the forms of Sino-Thai cross-cultural teaching. On the other hand, it was an important innovation of digital technology combined with OBE theory in Sino-Thai educational cooperation.

3.4 Strengthen the Construction of Practical Teaching System to Realize Hierarchical and Progressive Education

Based on OBE’s student-centeredness and the requirement of sustainable development of students’ abilities, the university strengthened the construction of a practical teaching system, and built a diversified

practical education path for students. It realized the hierarchical and progressive cultivation of students' practical ability and cross-cultural communication ability. This practice confired to take students' ability development as the core, and provide students with multi-level and multi-scenario practical opportunities. It is in line with OBE's requirement of cultivating students' lifelong learning ability and practical innovation ability.

Furthermore, the university took three specific measures to build a practical teaching system. To be specific, (1) organized students to participate in volunteer translation work for major international events and Sino-Thai economic, trade and cultural exchange activities (such as the Asian Games, the Global Digital Trade Expo). It realized the precise matching between theoretical knowledge and practical application; (2) Formed the "Han-Thai Harmony" overseas teaching practice team, and send students to primary and secondary schools in Thailand to carry out Chinese language teaching practice. It systematically enhanced students' cross-cultural communication and teaching practice abilities; (3) Deepened industry-university collaboration in education, and established internship and practice base cooperation with domestic and overseas enterprises. This practice fully covered students' domestic and international internship and practice needs. The hierarchical and progressive practical teaching system ensured that students' practical ability could be continuously improved in different learning stages, and it laid a solid practical foundation for the cultivation of Sino-Thai compound talents.

4. Improve Multi-Evaluation Mechanism Based on OBE's Continuous Improvement

OBE's sustainable development core tenet requires the

establishment of a diversified evaluation mechanism and a closed-loop feedback system. The purpose is to comprehensively assess students' learning outcomes, and realize the continuous optimization of the educational system through the analysis and application of evaluation results (Spady, 1994; Mahrishi et al., 2025). But, there are problems of the single evaluation subject, the overemphasis on academic performance, and the lack of feedback and application of evaluation results in the traditional Sino-Thai educational cooperation model. To address this issue, the university has taken multi-evaluation as the core, process control as the means, and feedback iteration as the support, and has further constructed a full-chain evaluation and assurance system. The system includes multi-subject collaborative evaluation, process evaluation methodology reform, and closed-loop feedback iteration mechanism. This practice was an application of OBE's continuous improvement core tenet in Sino-Thai educational cooperation. It built a closed-loop defense line for the quality of Sino-Thai educational collaborative talent cultivation, and realized the continuous optimization of the collaborative education system.

4.1 Build a Multi-Subject Collaborative Evaluation System to Achieve Full Coverage of Evaluation Dimensions

Based on OBE's requirement of comprehensive evaluation of students' learning outcomes, the university broke the limitation of a single evaluation subject in traditional education. The university established a four-dimensional collaborative evaluation system of "student self-evaluation - peer evaluation - teacher evaluation - enterprise evaluation". This evaluation system took the mastery of knowledge as the basis, and took the core competencies required for Sino-Thai cooperation as the key evaluation

indicators. Finally, formed a comprehensive “knowledge+ability” evaluation model. It is worth mentioning that core competencies including teamwork ability, problem-solving ability, cross-cultural communication ability. This evaluation system solved the problem that the traditional evaluation system overemphasizes academic performance and cannot fully assess students’ comprehensive quality.

To enhance the effectiveness of practical ability evaluation, the university further established a phased internship evaluation mechanism under the guidance of OBE theory. It required students to complete a professional awareness internship in the freshman summer and a professional practice internship in the sophomore summer. The internship results were presented in the form of practice reports and project achievements, and jointly evaluated by university supervisors and corporate trainers. The dual evaluation perspective of universities and enterprises ensured the objectivity and authenticity of the internship evaluation results. Additionally, it made the evaluation results more in line with the industrial demand for talents. Through the multi-subject collaborative evaluation system, the university can realize the full coverage of the evaluation dimensions of Sino-Thai compound talents, and lay a foundation for the continuous improvement of the collaborative talent cultivation system.

4.2 Revamp Process Evaluation Methodology to Realize the Transformation of Evaluation Model

Based on OBE’s requirement of process evaluation of students’ learning outcomes, the university broke through the limitation of the traditional summative test paper assessment, and built a diversified process assessment system adapted to different course types. The university aimed

to realize the assessment goal of “combining examination with learning and promoting learning through examination”. The core of the process evaluation methodology reform is to take students’ learning process and practical ability as the core of evaluation, and adopt different evaluation methods for different types of courses. This path ensured comprehensively and dynamically assess students’ learning outcomes.

For language skills courses, the university adopted contextualized ability assessment methods, and dynamically evaluated students’ language application ability through tasks, such as Thai dubbing, conversation performance, and video content summary. The university offers Thai traditional art training courses (such as Thai cuisine preparation, Krathong design and production, Thai traditional painting) for Thai language majors. For these Thai traditional art training courses, the university adopted outcome presentation evaluation, and assessed students’ learning outcomes through concrete works. For Thai tourism courses, the university adopting the traditional on-site scenario-based evaluation method. The university organized students to deliver Thai-language guided tours of iconic buildings and scenic spots. Students’ performance has been comprehensively evaluated in terms of language expression, cultural understanding, and emergency response capabilities. The diversified process assessment system fully reflects OBE’s student-centeredness, and it effectively promoted the improvement of students’ practical ability and comprehensive quality. A typical case is that a junior student of the university independently led a Thai tour group of more than ten people during the internship. It fully demonstrated the practical application effect of classroom learning, and further verified the effectiveness of the process

evaluation methodology reform.

4.3 Establish a Closed-Loop Feedback Iteration Mechanism to Enhance the Application Effectiveness of Evaluation Results

Based on OBE's continuous improvement core tenet, the university established a regular evaluation feedback mechanism, and formed a closed-loop management process. The management process designed as "evaluation - feedback – optimization". This practice not only realized the deep integration of evaluation and teaching, but also ensured that the evaluation results could be effectively applied to the optimization of the curriculum system and teaching strategies. This is the key link to realize the sustainable development of Sino-Thai educational collaborative talent cultivation. What's more, it is one of the core embodiments of OBE's continuous improvement in Sino-Thai educational cooperation.

Additionally, the university organized regular student forums, lecturer teaching-research meetings, and Sino-Thai school-enterprise collaborative education seminars every semester, and collected multi-source feedback from students, teachers, and enterprises. The university systematically analyzed the feedback information, accurately identified the pain points and blockages in the teaching process, and provided empirical evidence for the adjustment of teaching strategies and the optimization of the curriculum system. For example, based on the job requirement feedback from Thai cooperative enterprises, the university added applied course modules such as Business Thai Interpreting, All-Media Operations Training, Thai New Media Operations, and Cross-Border E-Commerce Practice to the Thai language teaching curriculum system. This practice ensured precise alignment between talent cultivation and industry needs. The closed-loop

feedback iteration mechanism made the Sino-Thai educational collaborative talent cultivation system of the university form a positive cycle of “evaluation-optimization-improvement”. Finally, it effectively promoted the continuous high-quality development of collaborative talent cultivation.

Practical Effects of OBE-Based Path Optimization

Based on OBE theory, this study explores the path optimization of Sino-Thai educational cooperation at the university. The talent cultivation practices implemented by the university have achieved results, verifying the effectiveness of OBE theory and its causal correlation with the improvement of talent cultivation quality. By implementing OBE’s core tenets across goal anchoring, curriculum co-construction, teaching innovation, and evaluation improvement, the university effectively resolved traditional cooperation bottlenecks and achieved high-quality talent cultivation. Academically, The university ranked first in the 2026 China Private Undergraduate Universities Research Competitiveness Ranking (Humanities and Social Sciences) (Zhejiang Yuexiu University, 2026). In graduate employment, 2025 Thai language program graduates achieved a 100% employment rate, earning wide employer recognition for their job adaptability and core competitiveness. Internationally, three students are pursuing exchange studies at Huachiew Chalermprakiet University, while the university is expanding cooperation with Chulalongkorn University Language Institute and Walailak University, deepening and broadening Sino-Thai educational collaboration.

Conclusion

Against the backdrop of China’s Belt and Road Initiative and Thailand’s 4.0 Initiative, Sino-Thai educational cooperation is shifting from scale expansion to quality improvement. However, the traditional cooperation models are confronted with prominent bottlenecks, including misaligned talent cultivation objectives, inadequate curriculum synergy, inflexible evaluation systems, and a disconnect between teaching and practice. Taking ZYU as a case, this study explored OBE-based optimization paths for Sino-Thai collaborative talent cultivation and clarified the theory’s guiding logic.

This study identified four OBE-aligned core paths driving high-quality development, each of which has a clear causal correlation with the improvement of talent cultivation quality. In short, there were (1) anchor collaborative education goals based on OBE’s goal orientation, (2) co-construct curriculum system based on OBE’s outcome-oriented instructional design, (3) innovate teaching models based on OBE’s student-centeredness, and (4) improve multi-evaluation mechanism based on OBE’s continuous improvement. What’s more, each path is elaborated with specific practices.

The practical practices of the university verified the effectiveness of the OBE-based optimization paths. To be specific, the university realized the shift from “language+culture” to “language+skills” compound talent cultivation, with a 100% employment rate for 2025 Thai-language graduates and enhanced research competitiveness and international influence. The university’s practice provides a replicable paradigm for similar institutions. As a key carrier for Sino-Thai cultural exchanges and community-building,

Sino-Thai educational cooperation requires further optimization. Future efforts should focus on expanding the scope of bilateral cooperation, deepening government-industry-university collaboration, strengthening digital empowerment in cross-cultural teaching practices, and addressing key challenges. It is expected that more universities will engage in collaborative innovation to cultivate international interdisciplinary talents, supporting the China-Thailand comprehensive strategic partnership and high-quality regional development under the Belt and Road Initiative.

References

- Bower, M. (2024). Digital technology and outcome-based education in transnational higher education: A systematic review. *Journal of Transnational Education*, 16(1), 45–62.
- Cui, Y., & Wen, W. (2022). Progress and challenges of higher education cooperation and exchange between China and Thailand. *Journal of Higher Education Management*, 16(1), 100–109. <https://doi.org/10.13316/j.cnki.jhem.20211224.009>
- Ding, S. (2025). Research on the integration path of Chinese culture and Thai native culture under the Belt and Road Initiative. *The Development of Humanities and Social Sciences*, 1(1), 11–22. <https://doi.org/10.71204/0dp1s333>
- Feng, Q. (2016). Study on the cultivation of applied talents based on the OBE educational model. *Journal of Anhui Polytechnic University*, 31(3), 81–85, 95.
- Gonzalez, R., Lopez, M., & Martinez, S. (2025). Industry-driven education reform based on OBE theory: Evidence from Latin American higher

- education. *International Journal of Educational Reform*, 34(2), 189–205.
- Jia, H., & Jing, Y. (2020). Study on the bilingual teaching of international economics based on the OBE model. *Creative Education*, 11(8), 1407–1417. <https://doi.org/10.4236/ce.2020.118103>
- Kaliannan, M., & Chandran, S. D. (2012). Empowering students through outcome-based education (OBE). *Research in Education*, 87(1), 50–63.
- Knight, J. (2023). Transnational higher education cooperation in the era of globalization: Core elements and development trends. *Journal of International Higher Education*, 18(3), 23–35.
- Li, L. (2019). A study on Sino-Thai educational cooperation and exchanges (2014–2019). *Western China Quality Education*, 5(18), 166–167.
- Li, Y. (2024). Research on the cooperation path of Sino-Thai higher education under the Belt and Road Initiative. *International Public Relations*, 20, 167–169.
- Luo, X., Zhang, L., & Wang, H. (2021). *A comparison of higher education management between Thailand and China* (Doctoral dissertation, Silpakorn University, Thailand).
- Mahrishi, V., Singh, P., & Sharma, S. (2025). Outcome-based education in higher education: A systematic literature review from the SDG perspective. *Discover Sustainability*, 6(1), 620.
- Ren, Y. (2024). *Practical dilemmas and optimization strategies of China–Thailand vocational education cooperation under the Belt and Road Initiative* (Master’s thesis, Guangdong Polytechnic Normal

University, China).

<https://doi.org/10.27729/d.cnki.ggdjs.2024.000017>

School of Oriental Languages of Zhejiang Yuexiu University. (2021). The School of Oriental Languages held the opening ceremony of the Summer Training Camp on Southeast Asian cross-border e-commerce operations.

<https://www.zyufu.edu.cn/news/2021/0704/c2728a43505/page.htm>

School of Oriental Languages of Zhejiang Yuexiu University. (2024, November 18). Thai wonder: The 5th Thai Loy Krathong festival cultural experience

event. <https://dy.zyufu.edu.cn/2024/1118/c694a70709/page.htm>

School of Oriental Languages of Zhejiang Yuexiu University. (2025a, May 13). Delegation visit to Thai universities and internship

bases. <https://dy.zyufu.edu.cn/2025/0513/c694a73788/page.htm>

School of Oriental Languages of Zhejiang Yuexiu University. (2025b, November 14). The 82nd Jishan Lecture Hall: Online lecture on Thai language culture.

<https://dy.zyufu.edu.cn/2025/1114/c694a78298/page.htm>

Spady, W. G. (1994). *Outcome-based education: Critical issues and answers*. American Association of School Administrators.

The State Council of the People's Republic of China. (2019). *China education modernization 2035 plan*.

https://www.gov.cn/xinwen/2019-02/23/content_5367987.htm

Venkatesh, K. A., & King, C. S. (2021). Challenges and issues in implementation of OBE. In *Assessment tools for mapping learning*

- outcomes with learning objectives* (pp. 83–96). Nova Science Publishers.
- Wang, X. (2019). Educational exchanges and cooperation between China and Thailand under the comprehensive strategic partnership. *Fortune Today*, 13, 162–163.
- Wang, X., Li, J., & Zhang, Y. (2025). Optimization strategies of ideological and political teaching based on OBE. *Western China Quality Education*, 11(20), 46–51.
- Wang, L., Hua, Y., & Liu, S. (2026). Application of blended teaching model under OBE concept. *Journal of Imaging Research and Medical Applications*, 10(2), 190–192, 196.
- Wisdom Tree. (2026, January 31). *Thai society and culture*. <https://wisdomh5.zhihuishu.com/course/index/1887708161901727744>
- Xi, Y. (2022). Curriculum reform strategies under hybrid teaching. *Curriculum and Teaching Methodology*, 5, 23–27.
- Xiao, D., & Tian, C. (2024). Chinese language education under Sino-Thai cultural integration. *International Journal of Sociologies and Anthropologies Science Reviews*, 4(3), 65–70.
- Zhejiang Yuexiu University. (2021, July 4). Summer training camp opening ceremony. <https://www.zyufu.edu.cn/news/2021/0704/c2728a43505/page.htm>
- Zhejiang Yuexiu University. (2025, October 30). Vice president attends international education conference. <https://www.zyufu.edu.cn/2025/1030/c2792a78001/page.htm>

Zhejiang Yuexiu University. (2026, January 31). *University introduction*. <https://www.zyufu.edu.cn/xxjj/list.htm>

Zhou, H., & Zhou, P. (2018). Reform of college teaching mode based on OBE concept. *China Adult Education*, 4, 92–94.



Name: Bilyu Yang

Highest Education: Doctoral of Philosophy
(Educational Administration)

Affiliation: Zhejiang Yuexiu University