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# 基于 OBE 理念的《建筑工程计量与计价》课程 教学改革与实践

陈月香, 方欣欣, 徐 芊, 薛筱蕾

(福建农林大学金山学院, 福建 福州 350002)

**摘要:** 在高等教育向内涵式发展与建筑行业数字化转型的背景下,《建筑工程计量与计价》课程的传统教学模式难以满足新时代人才培养要求。为提升学生的专业核心能力和职业素养,聚焦该课程现存的教學痛点,基于 OBE 理念对《建筑工程计量与计价》课程进行系统性改革。通过明确以能力为核心的课程目标,重构“思政引领、课证岗赛融合”的模块化教学内容,创新“线上线下混合+项目驱动”教学模式,将真实工程案例融入教学全过程,实现理论与实践的深度融合;构建“过程性+多元化”考核体系,综合评价学生知识、能力与价值观。实践表明:改革有效提升了学生的专业素养、实践能力和思政认同感。OBE 理念的課程教学改革与实践有助于专业应用性人才的培养。

**关键词:** 成果导向教育(OBE)理念;混合式教学;考核评价体系;课程思政

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## Teaching Reform and Practice of the "Measurement and Valuation of Construction Projects" Course Based on the OBE Concept

CHEN Yuexiang, FANG Xinxin, XU Qian, XUE Xiaolei

(Jinshan College of Fujian Agriculture and Forestry University, Fuzhou, Fujian 350002, China)

**Abstract:** In the context of the connotative development of higher education and the digital transformation of the construction industry, the traditional teaching mode of the "Measurement and Valuation of Construction Projects" course is difficult to meet the requirements of talent cultivation in the new era. To enhance students' professional core abilities and vocational qualities, focusing on the existing teaching pain points of this course, a systematic reform of the "Building Engineering Measurement and Valuation" course is carried out based on the OBE (Outcome Based Education) concept. Through clarifying the course objectives centered on abilities, reconstructing the modular teaching content of "ideological and political guidance, integration of certificates, positions, and competitions", innovating the "online and offline hybrid + project-driven" teaching mode, and integrating real engineering cases into the entire teaching process, the deep integration of theory and practice is achieved. A "process-oriented + diversified" assessment system is constructed to comprehensively evaluate students' knowledge, abilities, and values. Practice shows that the reform has effectively improved students' professional qualities, practical abilities, and ideological and political recognition. The reform and practice of OBE theory curriculum teaching is helpful to the training of professional applied talents.

**Keywords:** OBE concept; blended teaching; evaluation system; curriculum ideological and political education

随着高等教育从规模扩张向高质量的内涵式发展转型,如何培养适应产业变革和社会需求的高素质人才成为教育界关注的焦点<sup>[1]</sup>。成果导向教育

(Outcome-Based Education, OBE)作为一种以学习者发展为中心的教育范式,自 Spady 等于 20 世纪 90 年代提出以来,逐渐成为我国工程教育认证和“新