

Teaching Reform of Art Design Major Based on Obe Education Concept

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Abstract: OBE oriented education is a structural mode of organizing, implementing and evaluating education with expected learning output as the center. Based on the OBE education concept and the characteristics of art design major, this paper introduces the OBE education concept into the teaching of art design major. Taking students as the center and focusing on the teaching results of art design, this paper discusses the key problems of improving the talent training scheme, teaching system and the implementation of practical teaching reform, so as to provide effective reference for the talent training and teaching design of art design major.

1. Introduction

OBE education mode advocates students as the center, pays attention to students' learning results, and all teaching activities are carried out with learning results as the core, and talent training objectives and curriculum system are formulated based on learning results, teaching contents and methods are improved, and a virtuous cycle of education is formed. With the continuous adjustment of industrial structure and the development of design industry in recent years, high quality and multi-type design talents, especially practical application-oriented design talents, have become the talents that are urgently needed in the industry market. Therefore, it is imperative to introduce OBE teaching concept into art design teaching, construct and implement the result oriented teaching mode, improve the existing talent training mode and enhance the market competitiveness of art design graduates.

2. Obe Overview

OBE education model (outcome based education or Obe outcome focused education) is a modern education concept which is put forward by American scholar Spady and others and implemented in European and American countries. Spady explained that OBE education idea was not born out of thin air. In fact, it has existed in the apprenticeship system of the western manufacturing guild in the middle ages and has existed up to now. OBE is defined as “a comprehensive way to organize and operate an education system. Its focus is that every student can find a successful demonstration in learning.”. OBE education idea advocates taking students as the center, paying attention to students' learning achievements, carrying out all teaching activities with learning achievements as the core, formulating talent training objectives and curriculum system according to learning achievements,

improving teaching contents and methods, etc., so as to form a virtuous circle of education. Learning outcomes are not only the end of instructional design, but also the starting point of instructional redesign. The purpose of learning outcomes evaluation is to ensure the accuracy of learning outcomes. Only accurate evaluation can make other aspects of the educational process be correctly implemented. Education starts from the needs of professional posts, cultivates high-quality technical application-oriented talents, and pays attention to the cultivation of students' post ability^[1]. Therefore, compared with higher education, education pays more attention to the practice and output of teaching, pays more attention to the combination of production and learning and the integration of curriculum theory and Practice, and the combination of property rights is the recognized training mode of application-oriented talents in higher vocational colleges, which is based on the market and social needs. The operation mechanism of “seeking for guidance” focuses on the cultivation of students' comprehensive quality and practical ability^[2]. OBE's educational philosophy advocates that all teaching activities should be carried out around learning outcomes, and learning outcomes are ultimately to reflect the ability structure of students. Therefore, introducing OBE's educational philosophy into the teaching system of art and design majors and making teaching evaluation around learning outcomes can further improve the teaching quality and talent training quality of art and design majors.

3. Revision of Talent Training Plan for Art Design Major Based on Obe Concept

In recent years, various art colleges and universities have constantly revised the talent training program, which will train high-quality application talents and innovative and entrepreneurial talents as the training objectives. However, there are still many problems in the training of art and design talents. First, the cultivation of students' comprehensive quality, innovation spirit and entrepreneurial ability is ignored. At present, art design teaching pays too much attention to the teaching of professional design theory, but neglects the cultivation of students' comprehensive qualities such as analysis ability, independent thinking ability and team cooperation ability. It not only limits the cultivation of students' professional ability, but also makes it difficult for graduates under this teaching system to adapt to the needs of multi-standard and diversified talents training for economic and social development, and talent training and team cooperation. Social needs are seriously disjointed. Secondly, there is no overall optimization between training objectives and curriculum settings^[3]. At present, the teaching content of some art colleges is updated slowly, and the teaching and industry development have been disjointed to a certain extent. In the course design, we attach importance to the single curriculum setting, and despise the overall optimization of the course, which leads to the single knowledge structure, aging learning content and poor practical ability of students. OBE The educational concept takes the students' learning results as the driving force to design teaching activities. Under this concept, the talent training plan of art design should be designed in reverse direction around the vocational ability required by the employer, namely, the order of “talent training objectives → graduation achievement → expected achievements of each grade → Curriculum achievement” shall be adopted to deepen, and the characteristics and learning needs of different grade students shall be confirmed. Set the ability target that students should achieve in each academic year, adjust and refine the talent training program of each grade.

4. Reform and Exploration of Teaching Mode of Art Design Major Based on Obe Concept

4.1 Optimizing Teaching Objectives and Contents

Under the idea of OBE education, the teaching of art design major must be guided by the development of contemporary society, economy and science and technology. Through in-depth

analysis of the connotation of Applied Talents in this major, teachers refine and decompose the training objectives^[4]. The curriculum design closely focuses on the curriculum objectives, module teaching objectives, academic year learning objectives and graduates' comprehensive ability objectives, so as to make students have diversified professional abilities and improve the teaching quality of art design major.

4.2 Optimize the Teaching Structure and Set Up a Modular Teaching System with Students as the Main Body

Modularization is a collection of courses. Several courses related to each can form a teaching module, each module is a teaching theme, which can improve the students' professional ability and quality. Compared with the traditional curriculum model, module teaching is conducive to the optimization of courses, the deepening and coherence of learning, and the improvement of students' ability in innovation, cooperation and self-study. Under the educational concept of OBE, art design majors should combine and optimize courses with similar or related contents, and construct modular teaching system according to the objectives of each level.

4.3 Optimizing Practice Teaching Method

The students of art design need some core professional abilities, such as creative thinking, artistic cultivation, software skills, standard requirements, team cooperation and expression ability. Based on the OBE education concept, art design teaching should always focus on these professional ability objectives, and practical teaching is the key to achieve the teaching objectives. In the process of modular teaching, project driven and task driven teaching methods are effective means to improve the teaching quality^[5]. In addition, hands-on operation can effectively improve students' innovation ability and thinking ability. Only in their own hands-on practice, through continuous observation and thinking can students find problems in time, and through repeated adjustment, they can realize innovation. Therefore, in the teaching of art design, we should strengthen the construction of laboratory and improve the students' practical operation ability and innovation ability.

5. Key to the Implementation of Teaching Reform of Art Design Major Based on Obe Concept

5.1 Strengthen the Construction of Teaching Staff and Set Up “Double Qualification” Teaching Team

In order to cultivate applied innovative talents to meet the needs of society and market, professional teachers need to keep pace with the times, understand the trends of the design industry, have higher professional design ability, provide efficient guidance for students' design practice, and make students really adapt to the needs of social posts. Therefore, all schools should constantly strengthen the construction of teachers and build a “double type” high-quality teachers.

5.2 Building a Multi-Dimensional Evaluation System

Under the concept of OBE education, the teaching results of art design include a variety of outputs, including ability objectives, course participation, homework results, etc. Evaluation system can fully reflect the multi-dimensional state of students in the teaching process, so formative assessment should be added, such as investigation and analysis results, design process results and project final performance results, in order to promote the teaching and learning of teachers and

students in the teaching process, and constantly stimulate students' interest in learning^[6].

5.3 Realizing Diversified School Enterprise Cooperation

School enterprise cooperation has a significant advantage in improving students' comprehensive ability, which is conducive to students' more comprehensive understanding of the external environment of the field, and also conducive to urging schools to continuously improve teaching methods. However, due to the fact that teaching in the design industry can not provide profits, management system and time arrangement for enterprises, the effect of school enterprise cooperation in this major in China is not ideal. Therefore, it is necessary to create flexible forms of school enterprise cooperation, such as inviting social designers to participate in teaching Reviews regularly, combining courses with projects, and so on, so as to make full use of social resources.

6. Conclusion

Art and design major is a highly practical major, which mainly focuses on project-based teaching. Usually, after the assignment of a design project, students are required to participate in market research, later implementation and promotion. Therefore, the classroom is usually open. A lot of teachers' guidance is completed between class I and BT. students need to go out of the classroom for market research and data collection. Therefore, the teaching evaluation is more complicated than the general subjects, which easily leads to one sidedness of the evaluation. The introduction of OBE education concept into the teaching evaluation of art and design majors makes the teaching evaluation always focus on learning outcomes, which provides us with a clear idea, so as to improve our teaching quality more reasonably and further improve the quality of learning outcomes.

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