

# Realizing Paths on Talents Training Objectives for Painting Major based on OBE Mode

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**Abstract:** The OBE teaching model attaches importance to the actual output of students in the learning process, and reversely plans the teaching structure and related evaluation mechanisms to promote the improvement of teaching quality in a short time. Aiming at the problems in the training of painting professionals, combined with the author's previous research foundation and many years of teaching practice in painting, this paper proposes the path to achieve the training goals of painting professionals based on the OBE model: teachers guide students to participate in painting exhibition competitions and gradually bring their works to the market; reverse design, forward implementation, restructure the curriculum system with the OBE concept; use OBE concept to lead the continuous improvement of the professional and continuously improve the quality of talent training; construct a developmental teaching evaluation method that is compatible with the OBE model; and build a dynamic "dual teacher" faculty.

## 1. Introduction

The major of painting aims at training comprehensive and wide-ranging art talents with deep theoretical foundation, painting foundation, and creative ability. The training goal of the painting major is to cultivate a national spirit, adapt to social, economic and cultural development, have a "thick foundation, wide caliber, high quality", have strong independent creative practice ability, have a theoretical level and innovative spirit, and can be used in enterprises and institutions, and even used in cultural sector and art market operations, as well as art editing and publishing, engaged in artistic creation, teaching and art management, as well as applied, compound and innovative art talents in management. Graduates majoring in painting should acquire the following aspects of knowledge and ability: more solid basic theoretical knowledge and application ability of painting; higher painting technology practice ability and innovative spirit; understand the development trends of Chinese and foreign painting art field, and the generality of related disciplines knowledge and basic theories, through the infiltration of interdisciplinary, to obtain a wide range of cultural and artistic accomplishments; have strong painting creative ability and noble artistic interest; master certain methods of literature retrieval and data query, have certain scientific research capabilities .

The OBE (Outcomes-based Education) teaching model was first proposed by William Spady in 1981, and has gradually become the mainstream concept of education reform in the United States, the European Union and other countries. The American Engineering Education Accreditation Association has fully accepted the OBE concept and runs through the engineering education certification standards from beginning to the end. The OBE teaching model attaches importance to the actual output of students in the learning process, and reversely plans the teaching structure and related evaluation mechanisms to promote the improvement of teaching quality in a short time. Student output is the fundamental driving force of the OBE teaching model. Compared with the past driven by teaching content, it is obviously different. It is a reform and innovation of the traditional teaching model. With the continuous advancement of the education reform process, how to cultivate the artistic talents suitable for the needs of society has become a prominent problem to be solved urgently. Based on the new educational concept of "output requirements", according to the future work needs of students, formulate corresponding training goals, and then plan the corresponding

curriculum system and evaluation mode. The use of OBE teaching mode has many benefits for the training of talents in painting, which can promote the maximum teaching results and better achieve the goal of talent training.

## 2. Connotation on OBE Teaching Mode

OBE emphasizes that all students can succeed in learning, and successful learning promotes more successful learning. OBE emphasizes individualized assessment. Based on the individual differences of each student, an individual assessment level is developed and assessed in a timely manner so as to accurately grasp the student's learning status and timely modify the teaching. OBE emphasizes proficiency. Students can master the content as a prerequisite, as long as each student is provided with appropriate learning opportunities, learning results can be achieved. OBE emphasizes performance responsibility. Schools should be more responsible for learning results than students, and need to provide specific evaluation and improvement basis. The comparison between traditional teaching mode and OBE teaching mode is shown in Table 1.

Table 1. Comparison between traditional teaching mode and OBE teaching mode

Traditional teaching model	OBE teaching mode
Follow Input: teaching content, learning time, credits and learning process	Focus on Output: learning outcomes, how to achieve them, how to evaluate them
Focusing on teachers and textbooks, driven by teachers' personality, emphasizing the learning content that teachers want, lacking continuity	Student-centered, active learning, driven by continuous feedback from students, emphasizing learning results, sustainable improvement of teaching and learning processes
Assessment based on exams and scores	Multiple assessments and ongoing assessments
Students can only study in one school, one professional field	Based on the learning results, after pre-evaluation from colleges, mutual recognition of credits can be achieved. Students can study in multiple professional fields and between different schools, increasing the flexibility of minor programs and exchange students
Pay attention to how the teaching is: funding input, teaching staff, school running conditions, teaching implementation process, teaching management mechanism	Pay close attention to the learning: the students' training goals and graduation requirements are not clear, and the set goals and requirements are met
Curriculum decision content: The core of the teaching plan is to determine which courses are offered and which courses are based on understanding of the subject. The teaching implementation process is to arrange each course, and the teaching evaluation is to evaluate how well each course is doing	Requirements determine content: The teaching purpose is to enable graduates to meet certain ability requirements. The teaching plan should clearly reflect the support for graduation requirements. A good class is to effectively complete the corresponding supporting tasks and evaluate whether the graduation requirements have been fulfilled

The core of the OBE concept includes student center, output orientation and continuous improvement. The student center requires instructional design to meet the established standards of students' knowledge, ability, and quality; the allocation of teaching resources such as teachers and courses is oriented to ensure that students' learning goals are achieved; quality assurance and evaluation are based on student learning results as the sole criterion. Output-oriented: clearly focus and organize the education system around ensuring that students gain experience that will achieve substantial success in their future lives. What students learn and whether they succeed is far more important than how and when they learn. Continuous improvement requires evaluation of training

objectives, graduation requirements, and teaching links; evaluation of each teaching participant; establishment of an evaluation mechanism and cycle; evaluation results must be used for improvement.

### **3. Problems on Talents Training for Painting Major**

However, under actual circumstances, there are still many problems in the process of talent training, which are prominently shown in the following aspects: With the continuous increase of society's requirements for painting professionals, the teaching content and teaching methods must be continuously improved in painting teaching. It is necessary to create a student-centered training of more high-quality, high-level painting professionals for the society. However, there are still many problems in the actual talent training process, which are mainly manifested in the following aspects:

(1) The positioning of talent training goals is ambiguous. The painting talents needed by modern society not only need to have solid professional knowledge, but also have the ability to innovate and be able to incorporate creative ideas into painting works. However, in the process of cultivating painting talents, many colleges and universities focus on imparting painting knowledge to students, constructing a complete knowledge system, and neglecting to cultivate students' comprehensive ability. Some colleges and universities overemphasize the employment rate and fail to set teaching goals from the perspective of long-term development of students. Under such circumstances, some graduates of painting majors trained by some colleges are far from social needs, and are easily eliminated in social competition.

(2) Student levels are uneven. With the expansion of higher education enrollment, the admissions standards for painting majors have changed. Some colleges have lower admission requirements, and even some students who have no foundation in fine arts apply for painting majors after short-term training with the situation of inconsistent abilities and large differences in professional skills. The traditional teaching mode determines the unity of teaching. All students start from the same starting point. It is difficult to take into account all students. For some students, it is the first training. For others, it is a consolidation of the knowledge which they have learned strengthen.

(3) Insufficient professional teachers. The professional knowledge structure between teachers is quite different, and many art teachings are confused, without solid painting skills. Many painting students enter the teacher post directly after graduation, lack teaching experience, and have not completed the role of students to teachers. The impact of the teaching environment, lack of communication and cooperation with the outside world, inability to integrate with international advanced painting art, and lack of awareness of independent reform and innovation in teaching. There are also some painting teachers who lack a sense of responsibility and only focus on their own scientific research or complete teaching tasks without paying attention to students' artistic ability.

(4) Insufficient innovation in teaching methods. Many colleges and universities have not built a complete system for the teaching of painting majors, and teaching methods are still divorced from reality. On the one hand, the teaching of painting still follows the old teaching concept, without considering the differences between students, and without carrying out targeted teaching activities. On the other hand, informatization is an important symbol of modern society, and more and more advanced teaching methods are widely used in education. However, the teaching of painting in many colleges and universities still uses the method of explanation and demonstration to impart art knowledge to students, without using information-based teaching methods.

(5) Teaching theory lacks practice. Interest is a great starting point. As a painting student, you must love this art. For a long time, the overall painting education system of colleges and universities has been rigid and boring. Teachers have paid too much attention to the teaching of painting theory, which has led to low student interest, loss of creative ability, and even disgusting feelings about painting. The fundamental reason is the separation of painting teaching theory and practice. In specific teaching activities, teachers cannot effectively explore students' painting interests, often a

dull classroom environment, do not pay attention to the combination of theory and practice, students lack of independent creation and difficult to use their imagination.

#### **4. Realizing Paths on Talents Training Objectives for Painting Major based on OBE Mode**

In the OBE teaching mode, teachers need to have clear conjectures about students' learning results, and design reasonable teaching structures to promote the realization of these conjectures. OBE emphasizes competency-based education. Education should provide students with the ability to adapt to future life. Educational goals should list specific core competencies. Each core competency should have clear requirements. Each requirement should have a detailed curriculum response. It can be seen that OBE requires that schools and teachers should first clarify learning outcomes, cooperate with diverse and flexible individual learning requirements, and allow students to complete the self-realization challenge through the learning process, and then feedback the results to improve the original curriculum design and curriculum teaching. Aiming at the problems in the training of painting professionals, combined with the author's previous research foundation and many years of teaching practice in painting, this paper proposes the following ways to achieve the training goals of painting professionals based on the OBE model:

(1) Teachers guide students to participate in art exhibition competitions and gradually bring their works to the market. The OBE teaching model attaches importance to the actual output of students in the learning process, and bringing works to the market is the best way to measure output. Students participating in art exhibition competitions are a rare exercise opportunity. According to the theme requirements of art exhibition competitions, they can create works of their own style within a specific time. By participating in art exhibition competitions, students communicate with teachers and students from other colleges and universities, improve their creative ability, and bring their paintings into line with the needs of the public. In the process of participating in art exhibition competitions, it may also become the object of attention of gallery managers, and then lead their works to the cultural market, laying a foundation for students in the future development of the cultural industry.

(2) Reverse design, forward implementation, and reconstruct the curriculum system based on OBE concept. The goal of instructional design and implementation is the learning outcomes that students ultimately achieve through the educational process. Reverse design starts from the requirements, the training objectives are determined by the requirements, the graduation requirements are determined by the training objectives, and the curriculum system is determined by the graduation requirements. The implementation of teaching has shifted from knowledge classroom to ability classroom, and reforms have been made in terms of teaching goals, teaching methods, learning methods and evaluation methods. Restructure the curriculum system based on the OBE concept, build a curriculum system with the goal of cultivating art teachers in basic education; build a curriculum system with the goal of cultivating students' professional development and lifelong learning; local folk elements enter the classroom, and build a local characteristic curriculum system.

(3) Use the OBE concept to lead professional continuous improvement and continuously improve the quality of talent training. Designing a talent training system in accordance with the OBE concept puts forward higher requirements for professional continuous improvement and also plays a great role in promoting it. The major of painting has two major directions: Chinese painting and oil painting. The direction of traditional Chinese painting adopts the cycle teaching methods of copying, sketching and creation. It focuses on the comprehensive training of students, so that students can serve the society with one specialty and more. Students are required to actively explore and create works of the times while promoting national traditional culture. The oil painting professional direction implements a studio system, which is divided into realistic studios and non-realistic studios. Through indoor and outdoor sketching and creative courses, improve students' modeling language expression ability and creative ability.

(4) Construct a developmental teaching evaluation method that is compatible with the OBE model. The developmental evaluation of painting teaching is guided by the new concept advocated

by OBE. It has the autonomy and advancement of development, the recognition and sustainability of evaluation results, and the openness and diversity of evaluation methods. The OBE concept promotes the consistent construction of teaching design, teaching evaluation, and teaching management. Developmental teaching evaluation originates from "developmental teaching theory", which fits the OBE concept very well. Construct a developmental teaching evaluation that is compatible with the principle of "Everyone can succeed" in the OBE model. Teachers pay attention to the evaluation of drawing skills, learning attitudes, emotions, and values.

(5) Build a dynamic "dual teacher" faculty. The OBE model not only provides teachers with ample space to fully demonstrate the art of education and achieve their stated goals, but also places higher demands on the teachers' own knowledge structure, abilities, and accomplishments, with particular emphasis on their passion for education and professionalism. Through participating in skill training, special training and international conferences, as well as directly participating in the drawing creation of the society, enhance their own abilities. Adhering to the concept of sending out and inviting, it is necessary to conduct immersive training and international cooperation for teachers. Cultivate high-quality "dual teacher" integrated teachers who have both deep theoretical knowledge and a solid practical foundation. Teachers need to know in time whether the students have reached the staged teaching goals, and adjust the resource allocation, teacher training, and student counseling in accordance with the results. Teachers should clarify their responsibilities in the improvement of teaching quality and continuously improve their work.

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