

Exploration of Strategies for Cultivating Talents in Art and Design Applications Based on the OBE Concept

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Abstract: This paper aims to elaborate on the connotation and key points of the OBE (Outcome-Based Education) concept, analyze the existing problems in the teaching of art and design courses, and propose a teaching model and practical strategies for art and design courses based on the OBE concept. In the teaching of art and design professional courses, there exist problems such as a lack of innovation and diversity, insufficient practical application, insufficiently close cooperation between schools and enterprises, and a monotonous evaluation system, which have led to unsatisfactory outcomes in cultivating talents for art and design applications. It is particularly important to introduce the OBE concept into the construction of teaching models for art and design majors in order to promote the cultivation of applied talents in art and design. Implementing strategies based on the OBE concept can effectively enhance the quality of talent cultivation and meet market demands.

Keywords: OBE Concept, Art and Design, Applied Talents, Strategy

1. Introduction

In today's society, with the rapid development of information technology and the widespread popularity of the Internet, digitalization has become an irreversible trend of the times, which not only profoundly changes people's lifestyles and work patterns, but also brings unprecedented development opportunities and challenges to the field of art and design. Art and design, as a discipline that integrates creativity, technology, and aesthetics, urgently requires reform and innovation in its educational model against the backdrop of digitization, to adapt to the needs of industry development and cultivate more high-quality talents with innovative thinking and practical abilities.

Previous research has mostly focused on improving and optimizing traditional teaching methods. For the development of the OBE talent training model, the general process is to first establish the requirements for graduates, then create a course weight chart based on the requirements, adjust course settings, complete teaching according to the new curriculum system, verify the effectiveness of teaching, and finally obtain a standardized system [1]. In terms of curriculum, the main emphasis is on strengthening foundational course training, enhancing training in traditional Chinese cultural foundations and artistic modeling, especially increasing reading and cognitive development at the cultural level. This will greatly assist in the future development and design of design majors, as well as in the creativity and research of cultural and creative products [2]. Often, the actual needs of industry development, the requirements for individualized student development, and the integration with the background of the times are neglected, resulting in certain limitations in the practical application of research outcomes.

Therefore, this article aims to conduct a comprehensive and in-depth analysis of the current situation of art and design course teaching from the perspective of OBE concept. By comparing the research results of predecessors, this paper will reveal the existing problems and deficiencies in current art and design education and, on this basis, propose a new teaching model construction and practical strategy based on the OBE concept.

2. Connotation and Practical Significance of OBE Concept

2.1. Connotation of OBE Concept

OBE stands for Outcome Based Education, which is an educational philosophy that is guided by students' learning outcomes. It values the improvement and display of students' abilities, emphasizing the goals and results achieved by students in the educational process, rather than the curriculum content and teaching methods in traditional education. The core of OBE philosophy includes: student-centered, outcome oriented, continuous improvement and optimization of the educational process [3].

OBE emphasizes students' active learning and focuses on the measurability and evaluability of learning outcomes with characteristics of clarity, comparability, flexibility, and participation. In addition, this concept is often applied in teaching reform to promote teachers to clarify the connection between curriculum design and learning outcomes, go beyond traditional content-oriented teaching, and emphasize the appropriate experiences, tasks, and evaluation methods required to achieve educational goals. This concept views the curriculum as a dynamic development process, with the fundamental purpose of promoting the liberation and free development of students' thinking [4].

2.2. Practical Significance of OBE Concept

The OBE concept has profound significance in the field of education. Firstly, the OBE concept regards students as the core of education. Based on this, students can stimulate their own interest in learning, promote personalized development, enhance their initiative in self-directed learning, and ultimately improve their ability to learn independently. Furthermore, the OBE concept, being outcome-oriented, can effectively enhance educational quality and outcomes, laying a solid foundation for students to enter and adapt to society, and infusing new impetus into socio-economic development. Again, the OBE philosophy emphasizes continuous improvement and optimization of the education process, enhancing the alignment between education and social needs. Especially in today's digital age, the emergence of various cutting-edge technologies is profoundly revealing the infinite potential and broad prospects of artificial intelligence (AI) and intelligent software in the field of education. The emergence of these advanced technologies not only heralds a revolutionary change driven by artificial intelligence in the field of education, but also provides strong technological support for achieving higher quality and more personalized education [5]. After introducing the OBE concept, these cutting-edge technologies will be more effectively utilized to further optimize the education process, promote the integration of industry, academia, and research in universities, support the cultivation of innovative talents, and make students' educational achievements more in line with the actual needs of society.

3. Analysis of the Current Teaching Situation and Problems of Cultivating Applied Talents in Art and Design in Universities

3.1. Lack of Innovation and Diversity in Education and Teaching

At present, the teaching mode of art and design related majors in universities is relatively single, and many teachers still adopt traditional and rigid teaching methods, lacking innovation in art and design. Traditional environmental art design teaching has placed excessive emphasis on the "process of knowledge output" and conducted instruction based on a unitary talent cultivation model of "professional knowledge + skills training". In this talent cultivation mode, students are always in a passive learning state, which not only makes it difficult to stimulate their learning interest and exploration motivation, but also helps to enhance their professional skills through diversified absorption and mastery [6]. Nowadays, universities mostly adopt a teaching structure of "cultural courses" + "professional basic courses" + "elective courses". Although this teaching model ensures a wide coverage of students' knowledge system to a certain extent, both textbooks and teaching content lack necessary personalization. For example, in terms of teaching content, more emphasis is placed on imparting universal and common knowledge, while there are relatively few teaching contents that stimulate students' innovative thinking. Therefore, in teaching, more attention should be paid to artistic and personalized demands, to better enable students to receive diversified education.

3.2. Lack of Close Integration between Curriculum and Practice

At present, there is a problem of insufficient comprehensive practical ability among students majoring in art and design, mainly due to the inadequate arrangement of relevant practical courses in some universities, the lack of close integration between courses and practice, and the lack of integration of social resources and high-quality practical teaching in teaching. It is difficult to truly serve society in the practical teaching of art and design courses. Whether it is visual communication design, product design, fashion design, or environmental art design, students need to possess professional skills and rich experience in order to meet the artistic design needs in various fields [7]. Without practical sessions, students will ultimately find it challenging to apply theoretical knowledge to real-world scenarios, thereby hindering the cultivation of their design abilities and innovative thinking. Closely integrating courses with practice can effectively prevent students from becoming disconnected from societal needs, ensuring that they meet professional requirements and standards.

3.3. Shortcomings in the School Enterprise Joint Training Model

Many art and design majors in universities still adopt traditional cooperation models in school enterprise cooperation, mainly focusing on superficial cooperation such as internships, practical training, and employment recommendations, lacking deep strategic cooperation and collaborative innovation. This cooperation model fails to fully leverage the superior resources of both schools and enterprises, lacks strategic thinking and innovation, and is unable to meet the cultivation needs of art and design talents in the new era. Consequently, most universities only send students to enterprises to complete teaching tasks in school enterprise cooperation, without providing corresponding resources and platforms for the development of enterprises, and cannot fully understand and master the effects of students in the base [8]. In addition, some universities lack a sound mechanism for school enterprise cooperation when collaborating with enterprises, which leads to problems such as information asymmetry in the process of school enterprise cooperation. At the same time, some universities lack initiative and enthusiasm in school enterprise cooperation, which also leads to difficulties in forming long-term stable cooperative relationships between majors and enterprises, thereby affecting the quality and effectiveness of talent cultivation.

3.4. Insufficient Teaching Evaluation System

At the current stage, the content system of teaching evaluation in universities is not sufficiently well-developed. Universities, as the primary platforms for cultivating applied talents in art and design, still rely heavily on examination scores as the main indicator of teaching evaluation within their evaluation framework, which has led to an excessive focus on grades among both teachers and students, neglecting the cultivation of students' practical skills and comprehensive qualities. Such evaluation method not only fails to fully reflect students' true abilities, but may also inhibit their creativity and exploratory spirit [9]. Therefore, the evaluation method should include educational and teaching evaluation content and practical content, or be comprehensively evaluated by employers, enterprises, etc., forming a multidimensional and all-round comprehensive evaluation system. Although many universities have incorporated practical evaluation components to more comprehensively assess students' comprehensive learning outcomes, they often lack more scientific evaluation criteria and methods, which leads to the incorrect assessment of students' practical abilities and the inability to optimize and improve teaching methods.

4. OBE Educational Philosophy in the Cultivation of Applied Talents in Art and Design

4.1. Positioning the Practical Teaching System of Art and Design Courses under the OBE Concept

In art and design courses, in art design courses, the achievement output and organization of art design curriculum teaching based on the Outcome-Based Education (OBE) concept can effectively enhance and ensure teaching quality through curriculum design that is oriented towards expected learning outcomes, which fosters students' problem-awareness and achieves the intended outcomes of practical teaching in the curriculum and ultimately facilitates students' acquisition of comprehensive abilities through the process of learning professional knowledge. Before constructing the practical teaching system, it is necessary to conduct tracking research on the academic performance of current students, as well as the employment and innovation status of graduates over the past three years. A

thorough analysis should be conducted on the development trends of cultural and creative industries, technological innovations, as well as the personnel demands of digital media industries and enterprises. Based on this, the training programs and syllabi for art design education should be reviewed and streamlined. Based on the characteristics of art and design courses and social needs, emphasis should be placed on enhancing students' basic practical abilities, comprehensive design abilities, innovative design thinking, and overall qualities. Therefore, a comprehensive design course can be established to continuously enrich and expand the connotation and extension of design education, and to construct a practical teaching system for green design courses under the OBE concept. At the same time, the system should integrate the OBE teaching results oriented concept with the art and design teaching mode, optimize the practical teaching system of art and design courses, emphasize the entire process of conception, design, implementation, and operation, focus on the ability goals that students should achieve after graduation, carry out practical teaching design, introduce project-based teaching, achieve innovation and optimization of the practical teaching system of art and design courses, and create an innovative OBE concept art and design teaching system(As shown in Figure 1):

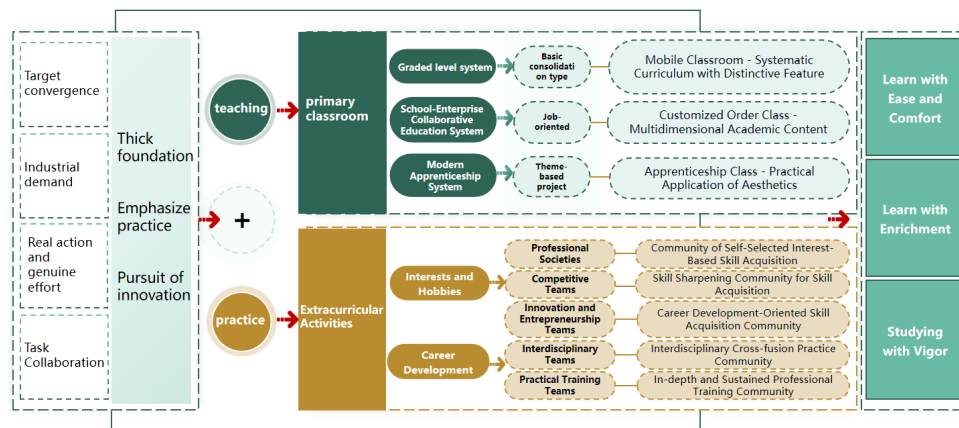


Figure 1: Innovative OBE Concept Art Design Teaching System

4.2. Optimizing the Talent Training Program for Art and Design Practice Teaching under the OBE Concept

Firstly, universities should clarify the training objectives of art and design practical teaching majors, which should reflect the demand of society for talents in this field. In recent years, art and design have been rapidly responding to and adapting to changes in new technologies, new media, new social relationships, and new consumer scenarios, while constantly iterating on their own. Based on the current situation of art and design in China, the development of talent cultivation for art and design practice teaching under the OBE education concept should adapt to the trend of social digitalization, integrate digital concepts, and improve teaching design, teaching methods, etc. In the field of art and design, the application and integration of artificial intelligence have become a hot research topic, enabling students to learn how to use machine learning, deep learning, natural language processing and other technologies to assist in various aspects of art and design, which has become the current direction for cultivating applied talents in art and design. Therefore, it is necessary to comprehensively reform and innovate all aspects of the education system, and carry out comprehensive and application-oriented talent cultivation from multiple perspectives. Secondly, based on the OBE concept, a reverse design approach should be adopted to cultivate professional talents. This involves starting from the graduation requirements and working backwards to deduce the necessary knowledge, skills, and qualities, and then designing corresponding courses and teaching activities. Lastly, from the perspective of students, a personalized teaching model should be constructed. Based on students' learning characteristics, interests, and actual needs, teaching content, methods, and means should be flexibly allocated. On this foundation, teachers can tailor personalized teaching plans and set up diversified teaching tasks and activities to cater to the learning needs of different students [10], maximize students' creative enthusiasm and initiative, improve teaching quality and effectiveness, and provide students with sufficient learning resources and interactive space.

4.3. Promoting School Enterprise Cooperation and Teacher Training in Art and Design Practice Teaching under the OBE Concept

For art and design majors, universities should establish a cooperation mechanism with enterprises, reform teaching content based on market demand and enterprise demand, and construct a curriculum system for the cooperation mode between industry and academia in higher art education. Industry and enterprises should be involved in the construction of the curriculum system in universities, transforming "industry resources into teaching advantages", expanding talent training channels, building open practical teaching platforms, attracting enterprises to enter schools or implement teaching within enterprises, increasing learning and practical resources, and comprehensively promoting theoretical teaching, practical teaching, and quality expansion teaching in art and design majors.

The talent cultivation and teacher team construction in art colleges must adapt to new concepts, standards, paths, mechanisms, and cultures. In accordance with the development path of top-tier design disciplines and programs, as well as the educational principles of art and design, it is essential to unify thoughts, build consensus, and precisely grasp the new situations and opportunities confronting the development of these disciplines. Taking talent cultivation as the foundation and faculty development as the key focus, we should formulate practical and effective construction plans that are tailored to the specific circumstances of our institution [11]. In the context of the digital age, the cultivation of art design faculty should clearly be oriented towards market demands, with emphasis on nurturing students' artistic theoretical foundation, innovative thinking, technical application abilities, and market sensitivity. In the construction of professional teacher teams, strict selection and continuous training should be carried out to ensure that teachers have a solid foundation in art theory and the ability to apply digital and intelligent technologies, in order to adapt to the current trend of social development. Finally, it is necessary to promote the construction of a "dual teacher" high-quality teaching team in the training of art designers, in order to provide efficient guidance for students' design practice. In the design, output, management and other practical aspects of teachers and school enterprise projects, students should be organized to carry out corresponding practical training, so that teachers can assume multiple roles in school enterprise practical teaching, and better promote the construction of a "dual teacher" teaching team, ultimately achieving a "one body, two wings, three horizontal lines and four verticals" educational pattern (As shown in Figure 2).

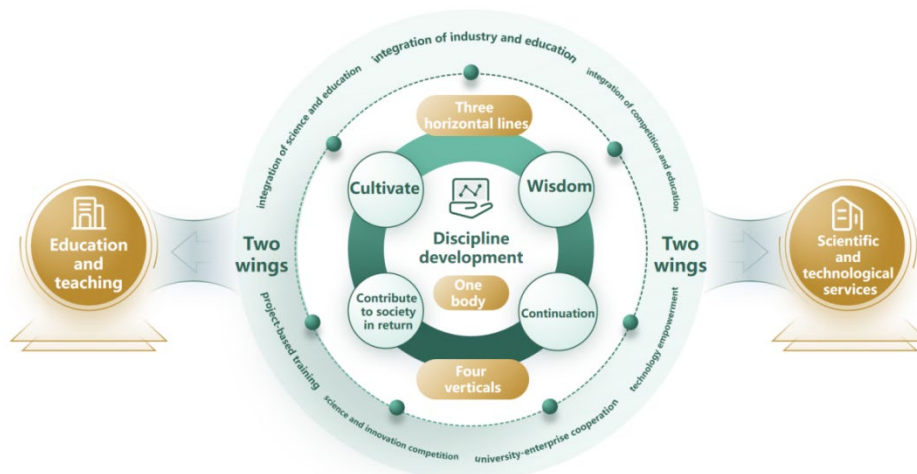


Figure 2: The education pattern of "one body, two wings, three horizontal lines, and four verticals"

4.4. Improving the Positive Evaluation of Practical Teaching in Art and Design Courses based on the OBE Concept

Under the new educational philosophy, teachers should focus on evaluating students' practical and innovative abilities after clarifying the learning outcomes of practical teaching in art and design courses. Through project practice, case analysis, and other methods, students' ability to apply their learned knowledge to solve practical problems can be evaluated, and a diversified evaluation system can be established, including student self-evaluation, peer evaluation, teacher evaluation, and external expert or enterprise evaluation. At the same time, with the help of digital technology, diversified evaluations of students' learning processes and outcomes can be achieved, including formative evaluations,

diagnostic evaluations, summative evaluations, etc., to more comprehensively reflect students' learning situations. Finally, guided by the Outcome-Based Education (OBE) philosophy, based on the evaluation results, the contents and methods of practical teaching should be optimized and adjusted with students as the main focus, continuously improving and refining education to better meet students' learning needs.

5. Conclusion

In the context of self iteration and continuous social development in the field of art and design, the training strategy for applied talents in art and design needs to keep pace with the times. The traditional talent training model is no longer able to meet the diversified needs of industry development, and it is even more difficult to cultivate composite talents with excellent practical abilities. The introduction of OBE concept has injected new vitality into the cultivation of applied talents in art and design. With its emphasis on student-centered and outcome-oriented core ideas, it provides clearer talent cultivation goals for art and design education, effectively promotes the innovation of teaching content and methods, and broadens the path of talent cultivation. By implementing the teaching strategy under the OBE concept, we can more accurately position the direction of talent cultivation, provide practical solutions to the problems existing in current art and design education, and provide more innovative and practical art and design application talents for the future art and design related industries.

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