

Analysis of the Reform of Civics Teaching in Art and Design Courses in Colleges and Universities Based on the OBE Concept

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Abstract: This paper discusses in depth the reform of teaching Civics of art design professional courses in colleges and universities based on the OBE concept. By introducing the OBE concept of goal-orientation and result-orientation, it aims to improve students' comprehensive literacy and explore new teaching methods to cope with the current challenges facing the Civics of art design professional courses. Through empirical research and case analysis, the effectiveness of the OBE concept in improving students' comprehensive literacy and the reform of Civics teaching is verified, and new ideas and methods are provided for the teaching of art design majors in colleges and universities.

Keywords: colleges and universities, art and design majors, curriculum Civics, OBE philosophy

Introduction

Modern higher vocational education emphasizes the improvement of students' practical ability and comprehensive literacy, and the cultivation goal of art design majors in colleges and universities is no longer limited to the teaching of skills, but pays more attention to the enhancement of students' ideological and moral integrity and comprehensive literacy. The OBE concept, as a kind of goal-oriented and result-oriented education concept, has attracted widespread attention in the field of college education. As educators, it is necessary to deeply explore the introduction of the OBE concept into the teaching of course ideology and politics of art design majors in colleges and universities, in order to improve the comprehensive quality and ideology and politics of students^[1], and to further put forward an innovative teaching reform plan, so as to provide optimized ideas for the teaching of course ideology and politics of art design majors in colleges and universities.

1. The foundation of the OBE concept in the ideology of the art and design programme in universities and colleges

The Outcome-Based Education (OBE) philosophy focuses on student learning outcomes and highlights the development of specific skills, knowledge, concepts, and general literacy. In Art and Design, goal-orientation emphasizes the core competencies and civic literacy that students should possess at the end of the course. This includes the development of aesthetic awareness, a sense of social responsibility, and the ability to think critically and solve problems creatively. With clear objectives, educators can design teaching and learning activities in a more targeted manner to ensure that students make considerable progress in their studies. The OBE philosophy emphasizes the actual results achieved by students, rather than focusing solely on the knowledge imparted. In the art and design profession, outcome orientation

means that students should be able to demonstrate independent artistic creation, expression of individuality and sociocultural understanding upon completion of the programme. By measuring students' actual abilities and outcomes, educators can more fully assess the effectiveness of teaching and provide students with a more valuable learning experience^[2].

Curriculum Civics co-emphasizes the development of students' comprehensive literacy and ideological qualities. The OBE concept focuses on setting clear goals. By integrating the goals of Civics and Politics into the goal system of OBE, educators can better guide students' development in Civics and Politics. The OBE concept requires that the teaching process focuses on students' participation and practical operation, which is compatible with the concept of Curriculum Civics and Politics that emphasizes on cultivating students' practical hands-on ability and critical thinking ability. By combining OBE and Civics, the educational goal of comprehensive training of students can be better achieved. Art design focuses on practical creation, and the practical orientation of OBE concept is in line with the characteristics of art design. Students can more intuitively experience the achievement of their goals in the process of actual creation, and enhance their knowledge of their own learning outcomes. Experiential learning will encourage students to participate in the learning process more actively, so as to better understand and achieve the objectives of Civics and Politics. OBE concept requires the establishment of a comprehensive evaluation system, which not only pays attention to the mastery of knowledge, but also pays more attention to the cultivation of skills and emotions. In art design, students' creative works are both the application of knowledge and the expression of emotions, aesthetic concepts and other aspects^[3].

2. Analysis of the current situation of civics in the curriculum of art and design majors in modern colleges and universities

Curriculum Civics, as an important part of college education, aims to cultivate students' ideological character, social responsibility and creative ability through the teaching of subject knowledge. In art and design majors, the goal of course ideology is even more unique, which not only requires students to have solid professional skills, but also emphasizes the cultivation of aesthetic interest, social responsibility and personality creativity. Through curriculum ideology and politics, art and design professional programme seek to implant elements of ideological education in students' artistic creation process, so that they can better understand and practice socialist core values in practice^[4]. At present, some colleges and universities have already integrated elements of ideology and politics into their art design professional courses in their content settings. For example, in the soft decoration design course curriculum, teachers guide students to think about the social significance behind traditional culture by interpreting the cultural connotations in traditional culture, so as to cultivate students' awareness of and respect for cultural diversity, which is subtly integrated into the content of the soft decoration course in a silent way, and promotes the further deepening of the course's Civicism through the practical projects.

In the actual design projects, teachers focus on guiding students to think about the values expressed in the design works, encouraging them to pay attention to social issues and express their attitudes towards humanistic care, so that the design is not only a presentation at the technical level, but also a response to society and culture. Some colleges and universities have adopted a cross-teaching approach, combining the subject knowledge of art and design majors with the Civics and Politics courses. Through the design of such courses, students are able to feel the penetration of Civic and Political education while learning professional knowledge, and form a deeper understanding of life and society. Although art and design majors have made some progress in curriculum Civics, they still face some challenges and problems, and in some courses, teachers often face the dilemma of how to balance the Civics elements and professional knowledge. Art and design majors focus on practicability, and how to organically integrate the elements of Civics and Politics in the actual design process is still an issue that needs to be explored. The nature of the discipline of the art and design profession determines that it emphasizes practicality and creativity, while the Civic and Political education focuses more on theory and the overall situation. How to make the two organic combination, so that students can not only master professional skills, but also express social responsibility in the actual creation is a problem that needs to be studied in depth^[5].

3. A reform programme for civic teaching of art and design courses in colleges and universities based on the concept of OBE

3.1 Setting clear objectives for the civics of the curriculum

In view of the characteristics of the art and design profession, it is necessary to combine with professional knowledge to clarify the core quality of Civics and Politics. Through precise goal setting, students will be able to reflect their deep understanding of society, culture and human nature in their artistic creations at the end of the course. Art and design students have strong individual characteristics, so it is especially important to set individually differentiated goals. By understanding students' interests and areas of expertise, individualized goals are set so that each student can find a development path in Civic Education that is compatible with his or her professional knowledge. Teaching goals should not only focus on academic aspects, but also need to be related to actual career needs. Students are explicitly instructed to develop a sense of social responsibility in line with their professional background, so that they will be better able to demonstrate their contribution and repercussions to society in their future professional practice.

3.2 Building a comprehensive education evaluation system

Building a comprehensive evaluation system is one of the core of the OBE concept. In art and design, in addition to examining students' mastery of professional knowledge, we should also focus on the creativity of aesthetic works, the expression of social responsibility and the development of critical thinking, which can be evaluated in diversified forms, such as design projects, exhibitions of works, and oral expressions. Since art and design emphasizes practice, the evaluation system should focus on actual creative achievements. Students' understanding and practice of the ideological goals are reflected through their actual works, which in turn comprehensively assesses their comprehensive quality in actual creation. Building a good feedback mechanism is crucial for both students and teachers. Students are able to understand their own growth in Civics and Politics through regular personal evaluation and feedback from tutors, and teachers are able to identify and guide students in Civics and Politics education in a timely manner, providing a basis for further improvement of teaching.

3.3 Focusing on exploring innovations in the methodology of curriculum-based ideology

In the practice of course-based civic education, the introduction of case studies is an effective teaching method to prompt students to think deeply and discuss. Educators can choose art design cases related to the objectives of Civics and Politics, and through analyzing the cases, stimulate students' attention to social and ethical issues, and guide them to think deeply and integrate these thoughts into their own creations. Group cooperation is an effective way to cultivate students' teamwork and social responsibility. Through group work, students are able to share their respective understanding and insights of the goals of Civics and Politics, inspire each other to form a multi-perspective perception of society, and improve their creativity and teamwork skills. Teachers of art and design should be provided with training in the theory of Civics, so that they can have a deeper understanding of the integration of the OBE concept with the Civics of art and design programme. Teachers need to understand how to organically integrate the elements of Civics and Politics in the teaching of professional knowledge to stimulate students' sense of discernment and creativity. It is necessary to create a platform for communication and sharing, so that teachers can share successful experiences and methods, thus promoting the exchange and collision of teaching concepts. Through regular teaching and research activities and academic seminars, teachers can promote the continuous progress of the teaching of Civics and Politics of the curriculum in their common growth.

4. Conclusion

To sum up, the reform of Civics teaching in college art design professional courses based on the OBE concept has a positive impact on the improvement of students' comprehensive quality. By setting clear teaching objectives, constructing a comprehensive evaluation system, and innovating teaching methods, it can more effectively guide students to make

significant progress in Civics and Politics. In the process of promoting this reform, a series of challenges are also faced, and it is necessary to constantly summarize experience and strengthen teacher training in order to further improve and develop this teaching reform model.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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