

Exploration and Practice of Teaching "Visual Expression Research" Course Oriented towards Outcomes-Based Education

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Abstract: To achieve the goal of cultivating high-quality innovative design talents among application-oriented graduate students in design fields, this paper explores and practices goal-oriented teaching methods in the "Visual Expression Research" course. Based on the theory of Outcomes-Based Education (OBE) and considering the course's emphasis on both theory and practice, curriculum reforms are implemented in terms of teaching content, teaching approaches, and evaluation criteria. Particularly, the application of blended learning in the design teaching process and the practice of multi-dimensional teaching evaluation are highlighted. Under the guidance of OBE theory, the "Visual Expression Research" course, combined with the blended learning mode, can enhance students' initiative and enthusiasm. It establishes the main role of teacher-student interaction and online-offline teaching, stimulates learning interest, and thus improves teaching quality.

Keywords: OBE; Visual Expression; Teaching Research.

1. Introduction

In 1981, the American scholar William G. SPADY was the first to propose the Outcome Based Education. It is also called ability -oriented education, target -oriented education or demand -oriented education. The OBE concept uses the final goal to guide education, thinking that society input is the starting point of design talents that meet the needs of market demand. Domestic Shantou University has always been at the forefront of the reform of OBE engineering education. Their reform direction is mainly the design of the course level: the first time the relevant professional level is formulated to "learn output" the goal; through the design of professional courses The matrix matching the target; once again determine the expected "learning output" goal at the professional curriculum level, and design the teaching strategy that matches this; finally, do a good job of the actual "learning output" assessment of the professional practice level and theoretical course level. Guizhou Institute of Technology also proposed reform measures such as environmental education, managing education, practical education, and serving people based on the OBE concept, and achieved good results. American universities attach great importance to the guidance of OBE education concepts. The school gives the mentor more teaching responsibilities to ensure that the output of teaching results is quite professional and applied: the instructor needs to directly guide in the process of practical research and results of the student under its jurisdiction, and the scientific research of graduate teaching and teacher scientific research The project is linked to allow students to obtain more empirical research opportunities in daily learning. Graduate education in Australian universities is divided into the instructor and deputy instructor. The two match each other and use the result orientation as the basis for division of labor. Aiming at the needs of students' different learning and living ability, the two mentors have a focus on division of labor cooperation. Graduate training in Hong Kong is taught according to the students' research ability and interest direction, and the mentor determines different guidance

methods based on different student abilities. Give students related theoretical guidance and lead students' social practice. The combination of "on -school+off -school" classrooms, from theoretical to practice to the theoretical sublimation, enable students to have rich experience in social practice.

"Research on Visual expression" is a professional course for visual communication design research design thinking and design expression problems. The content of the course focuses on the comprehensive use of design thinking and expression technology and the reasonable application of design materials in design. This course is a bridge from the transition from theoretical learning to researching and solving design problems from the theoretical learning of this major. status.

2. Course Objectives and Contents

2.1. Course Teaching Objectives

Through comprehensive and systematic learning and training of different presentation skills in visual communication design, students can master the most basic presentation skills and form a presentation concept suitable for practical design application, so as to achieve the ability to perfectly combine design ideas and techniques, cultivate the methods and skills of displaying design inspiration and creativity, and improve the coordination ability of eyes, brain and hand. Make them have a variety of abilities such as observation, expression, creativity and integration, image, intuitive expression of design ideas and intentions, improve the expressive force of graphic design elements, aesthetic level, and comprehensive expression of design. The teaching objectives of this course are as follows:

Course objective 1: To understand the drawing and expression techniques of graphic design and master a variety of expression techniques. Understand and master the correct design thinking, familiar with the design of the representation of the various techniques.

Course objective 2: Be able to skillfully use various means of drawing to express design intention and design scheme.

Through the analysis and training of the expression techniques of different kinds of drawing tools and painting pigments, master the knowledge and methods of various expression techniques.

Course objective 3: Master various tools, materials and expression techniques of various design effects, have the ability to process from scheme design to design expression, and deeply understand the important role of expression techniques in visual communication design.

Course objective 4: In course teaching, guide students to base on The Times, go deep into life, and establish a correct art view. Adhere to aesthetic education and beautify people,

actively promote the spirit of Chinese aesthetic education, closely follow the theme of The Times, keep up with the pace of The Times, and grasp the height of creation, comprehensively improve students' aesthetic and humanistic qualities, guide students with correct artistic and creative views to inherit and carry forward the essence of excellent traditional Chinese culture in creative practice, and cultivate students' practical ability and innovative spirit. We will enhance our confidence in values and culture, and cultivate and practice core socialist values. The supporting relationship between curriculum objectives and graduation requirements is shown in Table 1 below.

Table 1. The supporting relationship between curriculum objectives and graduation requirements

Graduation requirement	Graduation requirements target points	Course objectives required for graduation supporting relationship
Comprehensive subject knowledge	Basic professional knowledge	Course objectives 1, 2, 4
Knowledge application ability	Ability to analyze, design and solve different problems	Course objectives 1 and 2
Application of modern tools	Ability to consult literature	Course objectives 2 and 3
Professional quality	Social communication skills and abilities	Course objectives 3 and 4
communication	Ability to identify and analyze problems	Course Objective 3
Lifelong learning	Self-expanding resources of learning ability and self-learning ability	Course objectives 3 and 4

2.2. Course Teaching Content

The teaching content mainly includes design expression tools, materials and means, design expression purpose and process, creative design method and comprehensive expression techniques. Through the comprehensive and systematic study and training of different performance skills, students can master the most basic performance skills, form a practical application of the performance concept, in order to achieve the perfect combination of design ideas and techniques to show the ability.

This course adheres to the fundamental task of cultivating morality and people, and cultivates students' self-learning abilities such as independent thinking, association, discussion, research, data collection and plan reporting. In terms of theoretical knowledge, students are required to consolidate the basic principles of design thinking, creativity and performance, effect display and other relevant basic knowledge, systematically master the complete process of design thinking and expression, and be familiar with the methods and basic principles of production procedures and project research. Focus on cultivating students' innovative thinking ability, visual expression ability, material application ability and design integration ability. In practice, through the analysis and training of the expression techniques of different kinds of drawing tools and painting pigments, students can master the knowledge and methods of various expression techniques, master the expression techniques of various tools, materials and various design effects, accurately describe the basic characteristics of graphic design such as form, color, texture and structure, and effectively express them in combination with the design theme. Have the ability to represent the whole process from project design to design.

3. Goal-oriented Teaching Design Ideas

3.1. Problems to be Solved in OBE Teaching

1) Innovative classroom teaching methods. The traditional classroom teaching content is mostly taught by teachers, and

all the knowledge content of the course cannot be covered in a limited class time. Online and offline mixed teaching mode can be developed, and online teaching videos can be used to find out the gaps and fill in the gaps, effectively broaden the scope of teaching and improve the teaching effect of teachers and students.

2) Open up space for innovation and practice. The module of "cross-university platform + campus platform + professional platform within the college" is launched to form a resource sharing platform between the university and the university and among the majors within the university, so as to better improve the training method of applied graduate talents in visual communication design under the background of new liberal arts. The "classroom + competition + project" learning mode is adopted in class to make up for theoretical deficiencies through competitions or projects, and to guide students to independently turn to theories for verification through various problems arising in the process of participation/project, thus forming a cycle of "theory-practice-theory" and truly forming students' independent inquiry learning. So as to realize the integration of knowledge and ability, method and means, theory and practice.

3) Combination of formative evaluation and terminal evaluation. Pay attention to the process evaluation based on PBL learning style, on the one hand, evaluate the course work or competition work, but also evaluate the work production or competition, project process and participation degree. Thirdly, the principle of pluralism of evaluation subject should be brought into play. The form of evaluation is the combination of teacher evaluation, peer evaluation and student self-evaluation. The evaluation subject is composed of teachers, classmates and students themselves. The teacher evaluation gives reasonable, evidence-based, objective and fair evaluation according to the course work and competition awards; Peer evaluation is a supplement to teacher evaluation and a process of learning from each other. Students' self-assessment is conducive to students' further absorption of knowledge.

3.2. Goal-oriented Teaching Design Ideas

Based on the theoretical knowledge of visual communication design expression methods, this course introduces classic cases to analyze their creative thinking and expression methods, and guides students to form the quality and ability between creative design thinking and creative expression techniques. It innovates online and offline teaching methods in the classroom, opens up innovative practice space for both inside and outside the school and

competition projects, and combines formative evaluation, terminal evaluation and multiple evaluation subjects with curriculum evaluation, so as to form a teaching closed loop of multi-dimensional teaching dimension, teacher demonstration, student self-study and exploration, and teacher guidance. The Online learning platform of Small Private Online Course was launched in 2022, and the mixed teaching mode and the specific ideas and results of the competition projects have been continuously explored and studied, as shown in Figure 1 and Table 2:

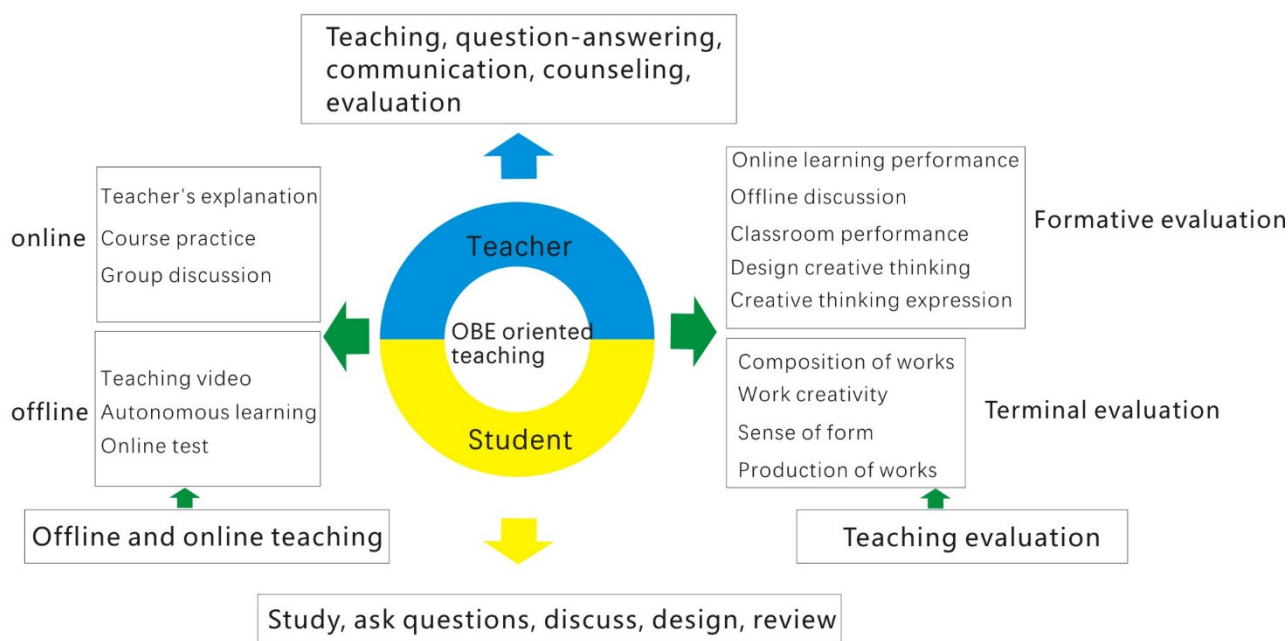


Figure 1. goal-oriented instructional design idea diagram

4. Results-oriented Curriculum Evaluation

This course uses a combination of formative and terminal assessment as the final grade. Formative evaluation, as a normal grade, accounts for 50%, including 10% for online learning, 5% for offline discussion, 5% for classroom performance, 10% for design creative thinking and 20% for creative thinking expression, through the comprehensive evaluation of various performances in the formation process of normal homework. It is expected to improve students' comprehensive design ability and problem-solving ability.

The final evaluation accounted for 50%, and the content covered the teaching content required by the syllabus of Visual Expression Research. The comprehensive analysis examined whether the students could clearly express the design theme, complete composition and strong expression of 10%, novel and unique creativity of 10%, strong sense of form and visual impact of 20%, complete design and exquisite production of 10%. The final evaluation forms are teacher evaluation, peer evaluation and student self-evaluation, forming the objective and fair evaluation of teachers according to the homework situation, the supplementary evaluation of classmates, and the absorption self-evaluation of students. The evaluation matrix of curriculum teaching objectives is shown in Table 3.

5. Conclusion and Prospect

Through the goal-oriented curriculum teaching reform, the

mixed teaching mode is constructed, the construction of "classroom + competition + project" is promoted, and the course content and teaching objectives of "Visual Expression Research" are constantly improved. Relying on the rich network teaching resources on the Internet, it provides a variety of channels for students' theoretical learning to meet the needs of students at all levels. At the same time, the combination of the course and the actual competition project has aroused the enthusiasm of students in design, and conforms to the research trend and market demand of innovative intelligent teaching in the new era. Compared with traditional teaching, the application of OBE oriented teaching mode has obvious advantages and has achieved good teaching results. For example, the 2022-2024 Future Designer Competition, Hebei Public Service Advertising Competition, China Good Creative Design Competition, Jinggang Star Creative Design Competition, China Creative Packaging Design Competition students have achieved excellent results.

However, there are still some problems in the teaching process under the influence of objective and subjective factors, which need to be further improved in the future teaching:

1) Supervise students' learning. Establish a learning supervision mechanism, use the data statistics function of the teaching platform to regularly check students' learning progress and homework completion, and remind and supervise students who do not take the initiative to learn or lag behind.

Table 2. List of student award information from 2022 to 2024

The student won the first prize of the 2022 Future Designer Competition in Jiangxi	Students won the excellence award in 2023 Hebei Public Service Advertising Competition	Students won the second class of the 2024 China Good Creativity Competition
		
Students won the Bronze Award of the 2024 Jinggang Star Creative Design Competition	The student won the first prize in the Jiangxi Province of the 2024 Future Designers Competition	Students won the Excellence Award of 2024 China Creative Packaging Design Competition
		

Table 3. Evaluation matrix of curriculum teaching objectives

Course grade composition and proportion	Assessment link	ratio	Assessment/evaluation rules	Corresponding course objectives
50% of normal grade	Formative evaluation	10% in online learning	Help students consolidate classroom knowledge and complete the regular assignments in the textbook assigned after each chapter.	Course objectives 1, 2, 3
		Offline discussion 5%	Classroom tests, active discussions in class.	
		Class performance 5%	Class interaction, homework, etc.	
		Design creative thinking 10%	Whether to use visual design principles to express design creativity.	
Final grade 50%	Terminal evaluation	Creative thought expression 20%	The use of expressive techniques in the process of thinking expression.	Course objectives 1, 2, 3, 4
		Composition 10%	The composition of the work is complete and strong expression.	
		10% creativity	The works are innovative and unique.	
		The sense of form and vision of the work 20%	The work has a strong sense of form and visual impact.	
		Production 10%	The design is complete and the production is exquisite.	

2) Stimulate learning effect. Enhance the interest of online and offline discussions, and stimulate the enthusiasm of students to participate in online discussions by introducing gamification elements and setting reward mechanisms. Students are encouraged to set up study groups or

communities to share learning resources, ideas and experiences with each other to form a good learning atmosphere.

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