

# Research on the Construction of First-Class Courses in Applied Undergraduate Colleges Based on the OBE Concept: Take the "Film and Television Image Creation" Course as an Example

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**Abstract:** The construction of first-class courses in higher education is not only crucial for the quality of education but also forms the cornerstone of students' career development. This paper aims to explore the construction methods of the "Film and Television Image Creation" course in applied undergraduate colleges and universities to enhance teaching quality and optimize students' comprehensive qualities. By employing the Outcome-Based Education (OBE) theory, which is centered on learning outcomes, the paper emphasizes the importance of designing course objectives, teaching activities, and assessing students' learning achievements. The research method combines theory with practice, and through specific case analysis and course piloting, it elaborates in detail how to implement the OBE concept within the "Film and Television Image Creation" course. The study suggests that the implementation of the OBE concept helps to clarify teaching objectives, optimize the teaching process, and significantly improve students' creativity and practical skills. This reform not only enhances the teaching effectiveness of the course but also provides a solid foundation for the comprehensive development of students and their future careers. The systematic course design and outcome-oriented teaching methods hold significant theoretical and practical importance for the cultivation of applied talents.

**Keywords:** First-Class Course Construction; Outcome-Based Education (OBE) Theory; Film and Television Image Creation.

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## 1. Introduction

In the context of globalization, intellectualization, and personalization of higher education, applied undergraduate colleges are faced with both challenges and opportunities. The society's demand for talent is diverse, and traditional educational models need reform to meet the development of the industry. The "Film and Television Image Creation" course, as a core course in the photography major, is crucial for the cultivation of students' professional skills, innovative thinking, and aesthetic ability. However, the current course has limitations in content, methods, and evaluation, which makes it difficult to meet the industry's demand for creative talent. The OBE philosophy provides a new approach, focusing on learning outcomes, by clarifying objectives, designing teaching activities, and implementing an evaluation mechanism to achieve educational results [1]. Applying OBE to the construction of the "Film and Television Image Creation" course helps to optimize the curriculum structure, enhance teaching effectiveness, and cultivate the talents needed by society [2]. With the rapid development of media technology and the vigorous rise of the film and television industry, film and television creation has become an important branch in the field of art education. The quality of teaching is directly related to the students' career development and the sustainable development of the industry. This study aims to conduct an in-depth analysis of the application of the OBE concept in the construction of first-class courses such as "Film and Television Image Creation" in applied undergraduate colleges. It explores the strategies of applying the OBE concept in actual teaching to provide theoretical support and practical guidance for improving the teaching

quality and effectiveness of this course.

## 2. The Concept and Characteristics of First-Class Course Construction

### 2.1. The Concept of First-Class Course Construction

In higher education, the construction of first-class courses is based on advanced educational concepts and methods. It involves systematic planning, meticulous design, and continuous improvement to build a high-quality curriculum system that meets the needs of students and society. This concept aims to enhance the quality of education, fully develop students' qualities, and lay the foundation for the sustainable development of higher education [3]. First-class courses are student-centered, emphasizing the cultivation of students' critical thinking, innovation ability, and practical skills, guiding students to learn, think, and solve problems. The content of the courses focuses on being cutting-edge, practical, and open, with diverse and flexible forms that adapt to changes in the social and economic environment.

In the construction of first-class courses, the role of teachers shifts from knowledge transmitters to guides, collaborators, and evaluators of learning. They adopt appropriate teaching strategies based on students' needs to stimulate their motivation to learn [4]. Additionally, the construction of first-class courses also involves the integration of teaching resources, utilizing the latest scientific research findings, advanced teaching technologies, and rich learning materials to provide students with a rich and efficient learning experience. This is a systematic project that focuses on the quality and depth of course content, while also

emphasizing accessibility, interactivity, and adaptability, to cultivate high-quality talents needed for future society.

## **2.2. Characteristics of First-Class Course Construction**

First-class course construction holds significant importance in the field of education. It not only reflects the enhancement of educational quality but also serves as a crucial pathway for higher education to meet societal demands and cultivate innovative talents. The characteristics of first-class course construction are primarily manifested in the following aspects:

1. **Clear Teaching Objectives:** First-class course construction emphasizes the importance of defining clear teaching objectives during course design. These objectives should be aligned with students' career development and lifelong learning abilities, ensuring that students can acquire the necessary knowledge and skills through the course.

2. **Advanced Educational Philosophy:** It adopts the latest educational philosophies, such as Project-Based Learning (PBL) and flipped classrooms, to encourage active student engagement and enhance their critical thinking, problem-solving, and innovation skills.

3. **Scientific Curriculum Content:** The curriculum content should keep pace with the times, reflecting the latest knowledge and technology in the discipline, while also focusing on the integration of interdisciplinary studies to provide students with a comprehensive knowledge system.

4. **Flexible and Diverse Teaching Methods:** Based on the characteristics of the course and the learning needs of students, a variety of teaching methods are employed, including lectures, discussions, experiments, and internships, to promote the all-around development of students.

5. **Efficient Evaluation Mechanisms:** An evaluation system that aligns with the course objectives is established, utilizing a diverse range of assessment methods such as peer evaluation, self-evaluation, and project evaluation, to ensure the fairness and effectiveness of the evaluation.

6. **Excellent Faculty:** The implementation of first-class courses relies on a team of outstanding teachers who possess profound subject knowledge, extensive teaching experience, and good professional ethics.

7. **Comprehensive Support System:** To ensure the smooth implementation of the courses, a comprehensive teaching management and service system needs to be established, including the provision of teaching resources, improvement of teaching facilities, and monitoring and evaluation of the teaching process.

8. **Continuous Improvement Mechanism:** First-class course construction is an ongoing process of improvement, necessitating regular review and updating of course content, teaching methods, and evaluation systems to adapt to the needs of educational development and the challenges of social change.

Through the elaboration of the above characteristics, it can be seen that the construction of first-class courses aims to provide high-quality education for students and cultivate their comprehensive qualities and professional abilities by employing scientific curriculum design, advanced teaching philosophies and methods, effective evaluation mechanisms, and an excellent faculty team. This approach ultimately aims to improve the quality of education and meet societal demands.

## **2.3. Evaluation Criteria for First-Class Course Construction**

The evaluation criteria for first-class course construction serve as an essential basis for measuring the quality of courses and the effectiveness of teaching. These criteria not only focus on the scientific and advanced nature of course content but also encompass multiple dimensions, including teaching methods and learning outcomes.

**Completeness and cutting-edge nature of the knowledge system:** First-class courses should cover the core knowledge of the relevant field, keeping abreast of the latest trends in academic development, and continuously updating course content to ensure that students can acquire the most up-to-date knowledge and skills. **Clarity and practicality of teaching objectives:** The course design requires clear and actionable teaching objectives that are closely aligned with industry needs and social development to enhance students' practical application abilities. **Innovation and interactivity of teaching methods:** A variety of teaching methods should be employed, such as case studies, project-driven learning, and flipped classrooms, to enhance student engagement and practical skills. **Interaction between teachers and students, as well as among students, should be encouraged to improve teaching effectiveness.** **Richness and modernity of learning resources:** First-class courses should be equipped with abundant learning resources, including textbooks, online resources, and laboratory equipment, utilizing modern information technology to provide high-quality learning support.

**Comprehensiveness and objectivity of teaching evaluation:** A diversified evaluation system should be established, which includes not only traditional exams and tests but also portfolios, practical reports, group discussions, and other forms to comprehensively assess students' knowledge acquisition and skill development. **Effectiveness and sustainability of learning outcomes:** The evaluation criteria should focus on the long-term development of students, examining not only short-term learning outcomes but also their performance in the workplace and continuous learning ability after graduation. **Effectiveness of feedback mechanisms:** A timely and effective feedback mechanism should be established to collect opinions and suggestions from students, teachers, and industry experts on the course, continuously optimizing course design and teaching methods. Through the comprehensive application of the above evaluation criteria, the quality of first-class course construction can be fully assessed, providing guidance and reference for curriculum reform and teaching practice. The application of these criteria helps to improve teaching effectiveness and cultivate more high-quality talents to meet the needs of social development.

## **3. OBE Theory and Its Application in Applied Undergraduate Institutions**

### **3.1. OBE Theory and Its Core Elements**

OBE (Outcome-Based Education) theory originated in the United States and Canada in the 1980s, emphasizing an educational model centered on student learning outcomes. The core of OBE is to guide curriculum design, teaching, and assessment through clear learning outcomes to ensure educational quality. Initially, OBE was mainly applied in the field of higher education in the United States, where it transformed teaching methods to meet the needs of society

and the workplace. In the 1990s, the OBE concept gained global recognition, and educational institutions and governments began to value the assessment and feedback of learning outcomes as tools for improving educational quality [5]. At the beginning of the 21st century, with the development of globalization and information technology, the OBE concept expanded into basic education and continuing education, focusing on students' critical thinking, creativity, and lifelong learning abilities. The application of information technology, such as online learning platforms, has enhanced the learning experience and interaction. From theoretical discussion to widespread application, OBE theory has become an important component of global educational reform and is expected to be more deeply researched and practiced worldwide in the future [6].

OBE theory emphasizes student-centered education, focusing on the learning process and outcomes. The implementation of OBE in the "Film and Television Image Creation" course is based on its core elements: clear objectives, diverse evaluation, interactive processes and feedback, and continuous improvement [7]. OBE requires specific and clear teaching objectives that include not only skills and knowledge understanding but also the cultivation of creativity and critical thinking. This helps to accurately select and organize course content, ensuring that teaching activities revolve around the preset outcomes. OBE advocates for a variety of evaluation methods to comprehensively measure students' learning outcomes. In the "Film and Television Image Creation" course, evaluation can include project assessments, peer evaluations, self-reflection, and the assessment of students' comprehensive abilities through portfolio presentations and team projects. OBE views learning as a dynamic interactive process, where interaction between teachers and students and timely feedback are crucial. Teachers should encourage students to participate in discussions and provide feedback, promoting students to identify and improve learning difficulties while enhancing communication and collaboration among students. According to OBE theory, curriculum design should be continuously iterated and optimized. The "Film and Television Image Creation" course regularly collects student feedback and monitors learning outcomes, adjusting teaching strategies and content based on this information to ensure the course adapts to student needs and market dynamics. In summary, the core elements of OBE theory promote the "Film and Television Image Creation" course to achieve a first-class level through specific objectives, diverse evaluation, effective interaction, and continuous optimization [8].

### **3.2. Application of OBE Theory in Applied Undergraduate Institutions**

The application of OBE theory in applied undergraduate institutions is one of the important directions of educational reform. This concept emphasizes a student-centered approach, guiding curriculum design, teaching activities, and evaluation methods through clear learning objectives. In applied undergraduate institutions, this model can effectively enhance students' practical abilities and innovative thinking, meeting society's demand for professional talents [9].

The application of OBE theory in applied undergraduate institutions is mainly reflected in the following aspects [10]

1. Curriculum Design and Development: Based on OBE theory, curriculum content and structure are designed to ensure that students achieve the prescribed learning outcomes.

This means that the curriculum not only includes theoretical knowledge but also emphasizes the cultivation of practical skills. Teachers design practice projects that meet industry standards according to students' specific needs, enabling students to apply the knowledge they have learned in real or simulated work environments.

2. Teaching Methods and Strategies: After adopting OBE theory, teaching methods pay more attention to students' active participation and practical operations. For example, teaching strategies such as case analysis, project-driven learning, and teamwork are widely applied to promote the development of students' critical thinking and problem-solving abilities.

3. Evaluation and Feedback: Traditional exams and tests are replaced by more diverse evaluation methods, such as peer review, self-evaluation, and project reports. These evaluation methods can more comprehensively reflect students' learning outcomes and provide timely and effective feedback to students, helping them recognize their strengths and weaknesses, and thus continuously improve their learning methods.

4. Resource Allocation: Under the guidance of OBE theory, applied undergraduate institutions will pay more attention to the allocation of teaching resources, including advanced laboratory equipment, rich internship opportunities, and cooperative relationships with enterprises. The investment in these resources aims to provide students with ample practical opportunities, enhancing their professional skills and employment competitiveness.

5. Quality Monitoring and Improvement: OBE theory also emphasizes the continuous monitoring and improvement of teaching quality. Colleges and universities establish effective quality assurance systems to regularly evaluate curriculum content, teaching methods, and learning outcomes, ensuring that teaching activities can continue to be enhanced to better serve students' learning and development.

Through the above measures, the application of OBE theory in applied undergraduate institutions helps to create a talent cultivation model that is more in line with market demands, laying a solid foundation for students' lifelong development and career.

## **4. Practice of First-Class Course Construction for "Film and Television Image Creation"**

### **4.1. Current Status Analysis of the "Film and Television Image Creation" Course**

In the current higher education system, applied undergraduate education is increasingly valued. As an important component of the intersection of art and technology, the "Film and Television Image Creation" course carries the important mission of cultivating students' comprehensive qualities, innovative abilities, and practical skills. Through an in-depth analysis of the current status of the course, it can be found that there are certain problems in aspects such as teaching content, teaching methods, faculty strength, and facility equipment, which directly or indirectly affect the quality and effectiveness of course construction. In terms of teaching content, although the "Film and Television Image Creation" course has covered the basic framework of theoretical knowledge and practical operations, the course content still appears somewhat outdated and lacks timely

updates under the backdrop of rapidly developing digital media technology. Especially the application of emerging technologies such as virtual reality and augmented reality has not yet been included in the curriculum system, which limits the space for students to explore and innovate. In terms of teaching methods, the traditional model of combining classroom lectures with practical operations still dominates. Although this model is stable, it does little to stimulate students' interest in learning and their creative thinking abilities. In addition, due to the limitations of practical equipment and tight class schedules, students have limited opportunities for practice, making it difficult to achieve the desired learning outcomes.

Faculty strength is another key factor in the construction of the "Film and Television Image Creation" course. At present, although the team of teachers for this course has a certain professional background, there are deficiencies in industry experience and the application of the latest technologies. Teachers who lack practical work experience find it difficult to closely integrate theoretical knowledge with practical needs, thereby affecting the quality of teaching and the cultivation of students' professional skills. In terms of facility equipment, although most universities have established relatively complete practical teaching platforms, there is still room for improvement in the configuration of high-definition shooting equipment and post-production software. The backwardness of equipment not only affects the quality of students' practical operations but also restricts the richness and cutting-edge nature of the course content.

In summary, although the "Film and Television Image Creation" course holds an important position and role in applied undergraduate institutions, there are still many problems in terms of updating teaching content, innovating teaching methods, building a faculty team, and equipping facilities. In response to these issues, universities need to take effective measures to continuously optimize course design and improve the quality of teaching to meet the development needs of society and the industry [11].

#### **4.2. Construction of the "Film and Television Image Creation" Course Based on OBE Theory**

The construction of the "Film and Television Image Creation" course based on the OBE (Outcome-Based Education) concept aims to improve students' professional skills and innovative abilities by clarifying teaching objectives, optimizing teaching methods, strengthening practical links, and the evaluation system. In the course design phase, it is first necessary to clarify the teaching objectives of the "Film and Television Image Creation" course, which should be specific, measurable, and closely connected to industry needs. For example, cultivating students' mastery of basic theoretical knowledge of film and television image creation, proficiency in using various film and television production software, and improving team cooperation and communication skills.

Based on the core elements of OBE theory, integrate resources and design teaching activities that are in line with the orientation of learning outcomes. This includes but is not limited to a variety of teaching models such as case analysis, project-driven learning, workshops, internships, and practical training. Through these activities, students can learn and apply the knowledge and skills they have mastered in practice. To enhance students' practical abilities, the course also needs

to cooperate with enterprises or film and television production organizations to provide internship and practical training opportunities. By participating in real projects, students can better understand industry needs and improve their professional literacy and market competitiveness. The construction of the course should also focus on building an evaluation system. The evaluation system should be oriented towards learning outcomes, combining qualitative and quantitative evaluation methods, such as peer review, project presentation, and portfolio assessment, to comprehensively evaluate students' learning effects and professional skills. Continuous improvement is key to course construction. By collecting student feedback, teacher observations, and changes in industry needs, continuously adjust and optimize course content, teaching methods, and the evaluation system to ensure that the course always maintains a sense of the times and foresight.

In summary, the construction of the "Film and Television Image Creation" course based on the OBE concept requires educators to have an in-depth understanding of OBE theory, accurately position course objectives, design teaching activities that combine theory with practice, build an effective evaluation system, and continuously improve, in order to cultivate high-quality talents that meet the future development needs of the film and television industry [12].

### **5. Summary**

The "Film and Television Image Creation" course has significantly enhanced teaching and learning outcomes after adopting the OBE (Outcome-Based Education) philosophy for first-class course construction. The curriculum reform particularly emphasizes the cultivation of students' abilities in film and television production, artistic appreciation, and critical thinking. Student engagement has noticeably increased as they actively participate in the practice of film creation through project-based learning and group discussions. This not only strengthens their teamwork skills but also enhances their enthusiasm and initiative for learning. In terms of professional skills, students have shown significant improvement in scriptwriting, set design, and post-production, demonstrating the ability to apply their knowledge to solve practical problems. The implementation of the OBE concept has fostered an increase in students' innovative abilities and critical thinking. They can independently seek inspiration during the creative process, dare to try new modes of expression, and analyze film and television works from multiple perspectives, offering constructive opinions and suggestions for improvement. Furthermore, the practical activities and project collaborations involved in the course construction provide students with rich hands-on experience and opportunities to interact with industry experts. These experiences greatly enhance their employability upon graduation.

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