

# Research on Visualization Teaching of Ideological and political education in Art Design Courses under OBE Concept

Dan Liu<sup>1,2</sup>

<sup>1</sup>University of Perpetual Help System DALTA, Doctor of Philosophy in Education Major in Arts Education, Philippines

<sup>2</sup>School of Arts, Anhui University of Finance and Economics, Bengbu, 233030, China

## Abstract

In recent years, the comprehensive education level of China's colleges and universities have improved significantly, focusing on cultivating innovative talents and all-round development talents. To deeply implement the educational task of establishing moral education, colleges and universities take curriculum thinking and politics as the core, actively integrate ideological and political contents into art and design courses, continuously enrich classroom organization and realize curriculum ideological and political teaching reform. Based on the OBE education concept, the article analyzes the significance of the ideological and political reform of art design professional courses under the influence of the OBE concept, and puts forward the visualization teaching strategy of ideological and political education in art design professional courses based on OBE concept, to continuously improve the teaching level of art design professional courses and deliver high-quality talents to the society.

## Keywords

OBE concept, Art design majors, Ideological and political education, Visualization teaching.

## 1. Introduction

In the current stage of college education system reform, the professional course Civic Education is the top priority it can not only effectively change the wrong values of students, but also help students achieve comprehensive and composite development. On the other hand, under the influence of the OBE concept, talent cultivation in colleges and universities needs to pay close attention to the actual needs of society, industry and employment enterprises, adhere to the result orientation, and constantly improve and optimize the existing teaching contents, methods and course evaluation forms. Therefore, it is of great significance and value to organically combine the OBE concept with curriculum thinking and politics and to explore the specific measures and implementation paths of curriculum thinking and politics visualization in art and design majors.

## 2. Overview of OBE Concept and Curriculum Thinking and Teaching Model

### 2.1. OBE Concept

OBE education concept, that is, the concept of result-oriented education, mainly refers to the cultivation of students' professional ability as the core element, in the daily teaching process, the previous situation that teachers teach according to the syllabus and students learn passively and blindly, to ensure that students can strengthen their professional ability and practice level after the course, and apply theoretical knowledge and professional technology to practical projects or future job requirements<sup>[1]</sup>. At present, many universities need to actively refer to

the OBE education model and related educational concepts when formulating talent cultivation goals and plans, refer to and understand the current needs of society and employers for the existing professional talents, change the previous teaching concepts, optimize teaching contents and teaching methods, improve the relevance and timeliness of course assessment and evaluation, and continue to improve and explore in depth in educational practice. Therefore, the OBE education model has an important influence on the improvement of classroom teaching and the continuous deepening of teaching reform in China's current universities.

## **2.2. Curriculum Civics Teaching Model**

Curriculum Civic Government refers to the comprehensive construction of a comprehensive, whole-process education pattern, the same direction of many types of courses and ideological and political theory courses, to create a synergistic effect, the establishment of moral education as the core task of educational work. Many colleges and universities need to deeply explore and focus on solving the problems in talent cultivation, and further build a comprehensive coverage system and progressive level of curriculum thinking and political system based on the existing professional courses. For example, in the existing art and design professional courses, the in-depth integration of the content of the course of thinking and politics can be through the integration of various types of thinking and political elements and teaching method reform, in the details of the cultivation of students' good quality, help students to develop a correct world view, outlook on life and values, so that students gradually grow into a useful and positive talent for society.

## **3. The Main Problems of Teaching Civics in Art and Design Courses**

Many schools that offer art and design courses in the teaching process always adhere to the education model of professional education as the core, supplemented by relevant ideological and political education, coupled with the current social environment for art students often with a more negative evaluation, such as scattered, individualism, etc. Therefore, the article summarizes the main problems of the current art and design courses Civics teaching as the following aspects.

### **3.1. Perceptual thinking always dominates**

Many art and design students have been studying art for a long time, and they have been receiving art inculcation and special training since they were young. Many art and design students are more inclined to sensual elements in terms of logical thinking, they are sensitive and delicate, and their logical thinking is more active, but compared with other professional students, such art and design students appear to be more egoistic, and they may even have the problem of the self-comfort circle to a certain extent, making They seldom get involved in history, current affairs and politics and other related fields, and pay more attention to the special learning and understanding of art knowledge, so many art and design students have relatively weak ideological and political concepts.

### **3.2. Imbalance in Students' overall development**

Art and design majors have certain special characteristics in the enrollment process, not only need students' cultural knowledge level, but also pay attention to students' professional artistic quality, so many art and design majors' overall atmosphere has been biased problems, for individual culture and ideological and political education theory classes there is more or less neglect situation, many art students in the cultural foundation is too weak, in the development of art creation and art design learning When carrying out art creation and art design study, they pay more attention to the artistry and connotation of the works, but in the actual content and life of the works, there is a problem of lack of connotation, which makes it difficult to truly

realize the overall development of students, and in the long run, it will also lead to the student's future professional quality can never be effectively improved.

### **3.3. Students are influenced by negative perceptions and values**

Nowadays, college students, as the main body receiving the most mainstream and novel information in society, are often influenced by various values and trends of thought in the network and daily life and study, such as individualism, money worship and other bad social trends are more likely to affect students with a relatively weak comprehensive level of ideology and morality, coupled with the fact that schools do not pay sufficient attention to the ideological and political construction and the construction of curriculum thinking and politics, and the absence of ideological and The absence of political education leads to students' behavior deviation and distortion of values under the influence of bad social culture and values, which is detrimental to students' future development and employment.

## **4. The Significance of Teaching Visualization of Thinking and Politics in Art and Design Courses Based on The OBE Concept**

The OBE concept always insists on outcome orientation, which is one of the important products of education reform, and under the guidance of existing education theories, the outcome-oriented teaching reform can be divided into five aspects: clarifying learning objectives and learning outcomes, building curriculum system, planning teaching strategies, carrying out reference evaluation, and continuously optimizing outcomes. It is necessary to actively understand the future employment needs of students and the development needs of the industry, to set practical teaching objectives, to reasonably plan the teaching system, to effectively carry out teaching strategies based on meeting students' individual learning needs, and to carry out a step-by-step evaluation of the existing learning and teaching situation to provide important references for the continuous teaching reform.

Because of this, further implementing the concept of OBE education in the visualization teaching of thought politics in art design professional courses and visualizing and decomposing the previous single ideological and political teaching contents and elements is conducive to the comprehensive implementation of the task requirements of establishing moral education in colleges and universities, helping students to improve their ideological and political literacy and further inherit the excellent traditional culture of the Chinese nation. In the teaching process of the art design profession, it is not only necessary to continuously strengthen and cultivate students' design ability and thinking visualization level but also to comprehensively apply various types of ideological and political visualization teaching strategies to effectively improve students' core values and focus on the formation of cultural confidence and cultural self-awareness. Therefore, the essence of traditional culture can be actively integrated into the teaching of professional courses and the teaching of Civics visualization, so that students can always maintain an objective and respectful attitude, and achieve the abandonment of inheritance and development of innovation. In addition, students in the university period are susceptible to the influence of various negative values and undesirable customs in society, and end up with a lack of ideals and beliefs and confusion about their future life. Therefore, the in-depth promotion of the visualization teaching of thought politics in the curriculum can enable teachers to give students the necessary help and guidance with various types of ideological and political education elements, so that students can further strengthen their discernment of different information when learning professional skills The ability to identify and resist interference, establish correct values, and achieve their all-round development.

On the other hand, in the visualization teaching of thought politics in art and design professional courses, more attention is paid to the cultivation of students' thinking visualization, the original

ideological and political education content and elements are presented in the form of diagrams or diagram combinations to ensure that the content is clear and visible, and the content of thought politics teaching after such visualization transformation is more convenient to understand and remember, so further strengthening the visualization teaching of thought politics in art and design professional courses. It can enable students to build the structure between different theoretical knowledge and professional skills in a more perfect thinking mode, and improve their understanding and acceptance of the Civic and Political content of art and design courses in various forms such as mind maps, concept maps and fishbone spine diagrams.

## **5. Visualization Teaching Strategy of Art and Design Courses Based on The OBE Concept of Civics**

### **5.1. Construct a three-dimensional and perfect curriculum training goal system**

Under the influence of the OBE concept, the reform of the ideological and political visualization of art and design courses needs to focus on the optimization and implementation of the curriculum training objectives. Before determining the teaching objectives, it is necessary to effectively define the "learning output" to ensure that students can achieve the expected results after completing the professional courses and become the necessary ability and level of skills for future work and development. The current art and design industry field to determine the future development requirements of students, but also with the government, schools, and enterprises in many aspects of the expectations of students as the core, clear learning output, to achieve an effective fit between internal and external needs, so you can further build a three-dimensional perfect curriculum training goal system.

First of all, in terms of knowledge objectives, it is necessary to combine the existing visualization course content and teaching system of art and design majors to clarify the actual teaching value and level of design concepts and so on. The teaching objectives can clarify the main design methods, design tools and design processes that need to be understood by students, etc., to ensure the fit between the knowledge objectives and the current social environment and industry needs.

Secondly, in terms of ability target, the teaching of visualization courses in art design needs to realize the effective integration between rationality and sensibility, and the two ways of thinking need to be controlled simultaneously, so the ability to teach targets of two dimensions of students' rational thinking ability and sensible thinking ability can be set separately, centering on the current industry development and enterprise demand, setting students' design ability, design expression ability, innovation ability and In addition, we should pay attention to the influence of visualization. In addition, we should pay attention to the influential role of visualization, and teachers should actively apply visualization skills in their lectures to deepen students' understanding and gradually form visual thinking habits and art design habits. Finally, in terms of thinking and political objectives, to truly recognize the inevitable connection between curriculum thinking and political and art design professional teaching, it is necessary to fully integrate the concept of curriculum thinking and politics into the teaching of professional courses, actively integrate various types of thinking and political education elements, break the single use of traditional culture in the traditional art and design professional teaching process, dig deeper and draw the thinking and political elements contained in the existing professional courses, carry out hierarchical Combing and research. It can be implemented in three dimensions of guiding ideology, humanistic literacy and ideology respectively to guarantee the close connection between ideological and political education and art and design majors. For example, social hot issues can be added to the existing teaching

content, and also focus on cultivating students' sense of mission and responsibility in design work, and pay attention to the leading and influential role of craftsmanship on students' values, so that students need to serve the development needs of society and industry when carrying out design, and continuously strengthen students' sense of social responsibility<sup>[2]</sup>.

## 5.2. Reasonably optimize the curriculum module setting of the art design

In terms of teaching content reform, first of all, the existing lecture content needs to be modularly decomposed, from which further analysis and connection of ideological and political education elements, teachers need to strengthen the cultivation of students' values in daily life, so that they can be throughout the overall teaching process. For example, when carrying out modularization settings, multiple course modules such as design expression and design methods can be divided according to the different training objectives of art and design courses, and the tendency of each course module to cultivate students' specific abilities can be comprehensively demonstrated. Construct structure diagrams in different modules to clearly show the teaching contents and make it more convenient to carry out the integration of Civic and Political elements. For example, in the course of lectures, teachers can finely decompose and design the part of teaching content, and actively integrate the ideological cores of the excellent traditional Chinese culture, revolutionary culture and craftsmanship as well as many other types of ideological and political elements in the teaching content of the basic aesthetics module, and can apply mind maps, brain maps and concept maps to establish the connection between different ideological and political elements and the main lecture content. Help students further improve their ideological and political awareness and create a higher level of visualization of the ideological and political teaching effect of the art and design course<sup>[3]</sup>. The design of teaching content can be based on the spatiotemporal dimension, knowledge dimension and time dimension respectively, to cultivate students' multiple abilities. For example, in the spatiotemporal dimension, the ideological and political elements related to the teaching content of the module are effectively grasped; secondly, in the knowledge dimension, the design of knowledge points can be actively combined with the OBE education concept; finally, in the practical dimension, it is necessary to focus on cultivating students' comprehensive practical ability and operation level.

Nowadays, the teaching content of art and design courses is constantly reformed, so it is necessary to realize synchronous reform in the design and planning of the visualization teaching content of course ideology and politics, for example, the online teaching mode focuses on theoretical course content and case analysis, and the original teaching modules and theoretical knowledge of ideological and political education content and visualization design concepts are taught to students. Teachers can organize students to communicate and exchange in groups, actively answer students' questions, and select topics for students to carry out special designs and reports, etc. Finally, we should effectively strengthen practical teaching. Finally, practical teaching should be strengthened, so that students can practice various theoretical knowledge and design skills in a targeted way to promote the internalization of the knowledge structure. During this period, teachers can provide students with special lectures through various types of visualization design practice training projects, focusing on the integration between thematic direction and ideological and political education and content, and promoting the overall improvement of students' comprehensive design ability and the level of teamwork and communication skills.

## 5.3. Active integration and absorption of multiple teaching methods

To effectively improve the effect of visual teaching of Civics and Political Science in art and design courses under the influence of the OBE education concept, we need to focus on integrating and absorbing various teaching methods. At present, it has long been an important period of digitalization and information development, and there have been many reform and

optimization initiatives in teaching methods, and students can actively apply a variety of means to break the time and space limitations of teaching the original visualization course of art and design.

First of all, hybrid teaching methods can be actively applied to create a good status quo of offline and online integrated development of course teaching under the influence of existing teaching modes, giving full play to the advantages of multiple teaching modes, allowing students to communicate and interact effectively at multiple stages before and after class to improve comprehensive teaching<sup>[3]</sup>.

Second, teachers can actively apply the case teaching method. For example, in the classroom lectures, the content of course thinking and politics is used as the key case, and relevant contents such as thinking visualization are inserted into the existing teaching contents, and the story behind the artworks and the changes brought by them are explained to students in-depth, etc. It is worth noting that the application of the case teaching method requires effective integration of the curriculum thinking and politics theme with the teaching content to further stimulate students' patriotic enthusiasm and sense of professional mission and self-confidence, etc. The diversified cases and curriculum thinking and political education content transform the previous teaching situation of "passive preaching" in ideological and political education so that students can build on their existing In addition to theoretical knowledge and case studies, students can understand and accept the content of ideological and political education at a deeper level.

Once again, project-based teaching methods can be actively applied. Such teaching methods are mainly embodied in the practical stage of art and design courses, where teachers can create various types of projects for students, establish flow charts and design analysis diagrams with different project promotion links, and let students carry out independent design and planning, focusing on the connection between the project theme and the theme of Civic and Political Science visualization teaching, with emphasis on training students' practical hands-on and design abilities. The project theme is linked to the theme of Civic Science visualization teaching, focusing on training students' practical hands-on and design skills.

In addition, contextual teaching methods, flipped classroom teaching methods and other teaching methods are also the main ideas, of course, teaching method innovation. At the root, the common point of such teaching methods often lies in the need for teachers to practically apply the OBE education concept, reform and optimize the ideological and political education content of existing art and design courses, choose the most appropriate course teaching methods, and practically improve the comprehensive level, of course, ideological and political visualization teaching.

#### **5.4. Promote continuous improvement of the curriculum with course evaluation**

The OBE concept focuses not only on the reverse design of the curriculum but also on self-referential evaluation. Based on current learning outcomes, more diversified and distinctive levels of course evaluation criteria are applied to objectively and effectively assess the actual learning outcomes of students and boost their progress, avoiding the direct application of multiple evaluation forms such as examinations for balanced comparisons among students. In response to this, art design course instructors need to establish a perfect two-way assessment mechanism when designing and planning the course assessment and evaluation system, with students and teachers as the main assessment subjects, and carry out assessment work at different levels.

On the one hand, the existing course lecture content can be multi-dimensional planning of theoretical knowledge assessment, practical ability assessment and ideological and political education assessment. Specific assessment contents can be set according to different students'

basic levels and classroom lecture objectives. In the theoretical knowledge assessment, classroom tests and student assignments can be applied to evaluate the learning effect in various forms for real-time feedback, and the proportion of students' classroom interaction, attendance, order and classroom seminars can be appropriately increased in this dimensional assessment content. The practical ability assessment is more focused on the assessment of students' practical operation. In visualization teaching, students should be encouraged to visualize their design thinking, actively apply their own creative thinking and design concepts, and improve their comprehensive design ability and planning level; students can also be encouraged to actively participate in various types of design competitions to test their learning achievements. In this evaluation link, the homework projects can be set to account for more, and the teacher team evaluation and expert evaluation of the projects are assigned points equally. In the ideological and political assessment content, teachers are required to effectively assess and design the students' daily learning attitudes independent learning ability, course participation, values tendency, and the sense of responsibility and mission reflected in the design.

On the other hand, students can apply the existing teaching evaluation system when conducting a reverse assessment of teachers and establish a visual evaluation system to allow students to effectively evaluate the rationality of classroom satisfaction, satisfaction with teaching materials, satisfaction with homework assignments, classroom organization forms, and classroom feedback assessment methods. Such a multi-level course evaluation index system needs to promote the continuous improvement and optimization of the course, which is also the guiding role of teachers and the centrality of students advocated in the OBE education concept. Teachers need to focus on the guiding role and assisting role in daily teaching to further achieve the expected teaching outcomes, avoid the educational form of teacher domination of the classroom, and allow students to make self-comparisons and self-improvement, rely on the results of existing course evaluations to identify their weaknesses and make targeted improvements. Teachers can reasonably optimize the teaching objectives through the existing course assessment and evaluation system, continuously improve the scientific level of their teaching ability, and focus on strengthening teaching characteristics. Especially in the teaching of art and design courses, they should actively integrate the content of thinking and political education to realize the improvement of thinking and political visualization education level; at the same time, they should actively apply various types of teaching modes and education methods to guarantee the relevance and timeliness of teachers' teaching ability, promote the overall improvement of students' comprehensive ability and quality, and let students gradually grow into the much-needed talents in the future industry.

## 6. Conclusion

In conclusion, with the development and progress of the times, the curriculum of art and design majors needs to be reformed and optimized at the same time, among which the OBE concept and the concept of visual education of ideology and politics in the curriculum can be actively applied to the reform. Adding visualized ideological and political education teaching content to the existing professional curriculum, the problems and drawbacks of the current ideological and political education in the curriculum of art design majors are clarified, as well as the significance of carrying out ideological and political visualization teaching. It is hoped that the content of this paper's research on visualization of ideology and politics in art and design courses based on the OBE concept can provide an important way to improve the level and teaching design of art and design courses.

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