

Exploration on the Teaching Mode of Design in Higher Vocational Education Based on OBE

-- Take the Course of Eyewear Design as an Example

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Abstract: In the process of teaching and talent training in higher vocational colleges, it is necessary to break the past routine and not be confined to one-way output. It is necessary to enhance interaction, improve communication methods and explore new training models. In this process, OBE focuses on students, optimizes the talent training mode, and makes the classroom teaching effect significantly improved.

Keywords: OBE, Design Practice, Training Model.

1. Understand OBE Education Concept

OBE is the abbreviation of Outcome Based Education. It is a result oriented education concept and a student-centered education theory. The learning achievements here mainly include the students' growth after learning and the relevant knowledge and ability, ideas and experience acquired by them. It is a learning process internalized into the students' hearts[1].

OBE first appeared in the basic education reform in the United States and Australia, and was proposed by the United States. From the 1980s to the early 1990s, OBE became a very popular term in American education. In 1981, it was first proposed by the American scholar Spady W.D. in his book, Results based Education: Disputes and Answers, on the basis of such theories as Criterion referenced Measurement, Competency based Education, Mastery Learning, and Accountability, In this book, Spitty defines OBE as "a clear focus on and organization of the education system, so as to focus on the experience of ensuring students' substantial success in future life".

As a large educational country, the United States is not satisfied with its contribution and performance in science and technology. People began to reflect on the practicality of education and the importance of educational achievements. The concept of OBE was quickly accepted and promoted. The American Engineering Education Certification Association fully accepted the concept of OBE and put it into the engineering education certification standards. Results based education has become the mainstream concept of education reform in the United States, Britain, Canada and other countries. OBE means that the goal of teaching design and teaching implementation is the learning result that students ultimately achieve through the education process. OBE emphasizes the following four questions: (1) What kind of learning outcomes do we expect students to achieve? (2) Why do students get such academic achievements? (3) How to effectively help students achieve these learning outcomes? (4) How to know that students have achieved these learning achievements?

2. The Relationship Between OBE and Higher Vocational Talent Training (Teaching)

There are two aspects of talent cultivation in vocational colleges that need to be broken through, namely, the difficulty in measuring the effect of curriculum teaching methods and the lack of continuity in classroom learning.

2.1. It is difficult to measure the effect of teaching methods

In recent years, due to the willingness of the epidemic situation, vocational colleges have carried out extensive teaching mode reforms such as online and offline learning, centralized learning and decentralized learning. At the same time, it should be recognized that these changes pose a certain challenge to the quality assurance of higher vocational education. Take online teaching as an example. At present, there is no effective quality assurance means to monitor online teaching, so it is difficult to ensure that the expanded students can complete their learning tasks on time and in quantity, and the learning effect is difficult to guarantee. In the past teaching activities, students received traditional classroom teaching. Teachers chose teaching methods according to learning content to mobilize students' interest in learning. Students' learning was conducted under the guidance and supervision of teachers, and the quality was guaranteed. However, students who focus on online online learning have more difficulties in interacting with teachers in the learning process. The problems they encounter cannot be answered in time by teachers, and their understanding of the course content is not deep. In addition, the network teaching mode is single, so students' learning initiative cannot be improved, and the learning quality is difficult to be guaranteed. The use of diversified teaching models for teaching is a trend of reform in higher vocational education under the background of enrollment expansion, and it is also a practical need for students to seek development. However, how to ensure the quality of students' learning under the diversified teaching models is a challenge facing the reform of teaching models[2].

2.2. Lack of continuity in classroom learning

The leading and participation of students in the classroom dominated by teachers will become weaker. At present, in class, teachers mainly teach knowledge and students listen and practice. In this process, teachers' teaching requirements are different. Sometimes they explain too much and stipulate too many rules and regulations. Sometimes they give students too broad scope of practice. Students' cognition of tasks is even more uneven. In the classroom, students are often unable to dominate learning activities, and their own ideas cannot be well expressed.

3. Introduce OBE Education Concept and Optimize Talent Training Process System

On the basis of determining the learning objectives, the teaching process is designed reversely based on the refined artistic design talent training ability indicators. The overall path is to determine the talent training objectives - refined decomposition of achievements - in class teaching reform - extracurricular teaching extension - practical teaching reform - teaching evaluation. Feedback the teaching results to the original teaching process, and continuously improve the curriculum teaching system, teaching content, teaching methods and evaluation system. In the art design teaching based on OBE education concept, classroom teaching is still the primary path to cultivate students' knowledge, ability and accomplishment[3].

Through the course of eyewear design, we adjusted the classroom teaching method from the result oriented perspective. First of all, students' learning intentions and what they want to learn are known through questionnaires before class. Students' ideas are taken into account when preparing for the adjustment of the course content. In the classroom, some learning scenes are set for students to practice, such as glasses design analysis, glasses scheme explanation, glasses design direction thinking, student centered, teachers as listeners, listening to their content expression and feelings.

Such a learning process will enable students to have a sense of participation, drive their own learning ability and interest, and thus obtain more efficient knowledge absorption. After class, more open questions will be asked through questionnaire feedback to understand students' learning of this course. Get continuous feedback on the course. Then, combined with online courses, the course of eyewear design will be systematized, and the key points of knowledge will be explained in short paragraphs, requiring students to finish their study after class.

To achieve OBE through teaching practice, we should first grasp the concept of "achievement oriented", grasp the "three keys" and "three reforms".

One idea is: result oriented education

The three keys are: reverse design, student-centered and continuous improvement

The three reforms are: curriculum system, classroom teaching and teaching evaluation[4].

4. Conclusion

The main purpose of higher vocational education is to cultivate vocational and technical talents with solid technical skills and theoretical and cultural qualities who are both highly moral and technical. Therefore, making better use of OBE concept to reform the curriculum is the direction of the subsequent curriculum reform.

References

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