

Research on the Curriculum Reform of "Traditional Decoration and Modern Design" Based on the OBE Concept

Hui Huang, Yunqi Liu

School of Art and Design, Jingdezhen Ceramic University, Jingdezhen, 333001, China

Abstract

To achieve the goal of cultivating high-quality innovative design talents, goal-oriented course teaching practice and exploration are carried out in the course of "Traditional Decoration and Modern Design". The OBE educational concept is based on learning outcomes and aims at ability training, and is closely related to the teaching of the "Traditional Decoration and Modern Design" course. Based on the OBE educational concept, the teaching reform strategies of this course are proposed: constructing reasonable teaching objectives, taking multiple measures to innovate models, and adopting multi-dimensional and interactive assessment methods. The award-winning results of multiple project-based competitions indicate that the practice and exploration of goal-oriented curriculum teaching have achieved good results.

Keywords

OBE concept; Traditional Decoration and Modern Design Course; Curriculum reform.

1. Introduction

The course "Traditional Decoration and Modern Design" is a specialized course that applies traditional Chinese decoration culture to modern design. This course is an important one for enhancing students' aesthetic standards, broadening their horizons and promoting innovative application. It serves as a bridge from basic theoretical learning to researching and solving practical design problems, and is a teaching method for cultivating students' ability to carry out innovative designs with national characteristics and fashionable spirit. It plays an important role in cultivating students' creative thinking, comprehensive design ability and design practice ability. This course aims to understand China's traditional decorative culture, ethnic culture and folk customs, learn and explore their excellent visual symbols, and elevate and refine traditional decorative art in modern design to make it possess the characteristics of The Times and ethnic features. The course "Traditional Decoration and Modern Design", as an important course for enhancing students' aesthetic level, has received increasing attention in the application of visual communication design, especially in the sublimation and refinement of traditional decorative art in modern design. This course enables students to fully understand and recognize the importance and reality of combining modern design with traditional decorative arts.

2. Teaching issues of "Traditional Decoration and Modern Design" in the Visual Communication Design Major

This course enables students to acquire the ability to solve practical problems through learning and practice, apply the knowledge they have learned to create design works that meet market demands, and master the integration of new trends in visual design expression into the design of this course in the digital media era. Meanwhile, teachers guide students to inherit and promote the essence of China's fine traditional culture in creative practice, cultivate students' practical ability and innovative spirit, and enhance their values and cultural confidence.

However, the current problems of this course are as follows: ① The contradiction between design teaching and teaching output. At present, the development of digital media is relatively rapid. Students need to combine digital technology and the visual culture of traditional decoration to express design themes, but there is often a lack of theoretical systematicness and depth, and a disconnection between practical results and demands. ② The contradiction between art design and the user market is that students' design achievements focus on self-experience and judgment, being overly artistic and avant-garde, and lack the test of users and the market. Furthermore, there is a lack of connection between design and the market, insufficient understanding of technology and cost, and the efficiency of industrializing design achievements has decreased. ③ The teaching evaluation system is not perfect enough and lacks a scientific and effective teaching evaluation system. For teachers, whether students have truly mastered the learned knowledge and the assessment of practical achievements all need to be improved in the teaching process and in multi-dimensional teaching evaluation.

3. The Intrinsic Connection Between The OBE Educational Philosophy and the "Traditional Decoration and Modern Design" Course

3.1. Based on learning outcomes

The OBE concept, also known as competency-oriented education, goal-oriented education or demand-oriented education, is student-centered, outcome-oriented and based on the principle of continuous improvement. This concept is oriented towards ultimate goals in education, taking the input of design talents that meet market demands into society as the starting point of the educational goal, which is fully in line with the requirements of this course. The OBE educational form clearly emphasizes in teaching the knowledge, skills and qualities that students should master. This enables teachers to more accurately grasp the teaching objectives of the course and design the teaching process well, while students can also more accurately understand the strengths and weaknesses of their own abilities through multi-dimensional evaluations. The course "Traditional Decoration and Modern Design" requires students to elevate and refine traditional decorative art in modern design, explore its excellent visual symbols, and endow traditional design with the characteristics of the current era and national features. The teaching objectives of this course are clear and the teaching qualities are distinct. Through the application of the OBE concept, its teaching requirements can be well achieved.

3.2. Aim at ability training

The OBE educational philosophy focuses on the practicality of education, emphasizing that in the learning process, students not only acquire knowledge but also cultivate practical skills and abilities that can apply this knowledge. Emphasizing the competency-based approach, in the comprehensive design training, previous knowledge points are mobilized to link "having learned" with "being able to apply" to form "learning to apply". The ultimate goal of the "Traditional Decoration and Modern Design" course is practicality and practice. The competency-based approach of the OBE educational concept can better enable students to grasp the design concepts of traditional decoration, thereby allowing traditional decoration to be better enhanced and elevated in the current design context.

4. Teaching reform strategies of the "Traditional Decoration and Modern Design" course under the OBE educational concept

4.1. Build reasonable teaching objectives

Under the current background of the development of new liberal arts and digitalization, application-oriented postgraduate students majoring in design should possess the following

ability characteristics: innovative thinking ability, design marketability, professional acumen, and work cooperation ability. Based on the OBE concept, it is student-centered, outcome-oriented, and adheres to the principle of continuous improvement. Therefore, in the training of the "Traditional Decoration and Modern Design" course, the learning output should be reasonably defined. When constructing teaching objectives and teaching contents, the cultivation of students' professional basic practical abilities should be emphasized first. It consists of two parts: the cultivation of basic quality and ability, and the cultivation of quality expansion ability. In the course, strengthen the postgraduate students' cognition of this course and the training of their practical ability, and carry it forward to the subsequent professional basic quality courses, so that the professional basic quality courses can also achieve the connection between theory and practice. Meanwhile, through after-class social practice and design project exercises, the content in class and after class can be cross-integrated. On the one hand, students can enhance their interest in learning; on the other hand, they can deepen their understanding and recognition of theoretical knowledge, achieving the goal of exercising practical abilities and consolidating the knowledge they have learned.

Secondly, enhance the cultivation of cross-disciplinary innovation capabilities. In accordance with the laws of cultivating high-level talents in the school and in response to the development needs of the school's degree and postgraduate education, in the course teaching, we aim to cultivate students' awareness of innovation and entrepreneurship, international vision, interdisciplinary knowledge background, and systematic integration ability, thereby enhancing students' artistic accomplishment, expanding their innovative thinking, and fostering their unique artistic perspective and individualized design thinking. The course objectives and graduation requirements of this course are constructed as follows:

Course Objective 1: Master the design methods and concepts of traditional decorative arts and distill modern elements; Master the ability to collect and process texts, graphics and images related to traditional cultural themes;

Course Objective 2: Through classroom theoretical instruction and the investigation of traditional decorative elements, students will understand the characteristics and aesthetics of traditional Chinese decorative art. Understand and be familiar with traditional decorative themes and various forms of expression, especially the expression of cross-border media and materials;

Course Objective 3: By applying modern design language and techniques to extract traditional decorative cultural elements for artistic redesign, students will be able to carry out purposeful design creations under the guidance of design theory. Meanwhile, during the process of outputting design works, effective cooperation among teams can be formed and design works can be presented fluently.

4.2. Adopt multiple measures to innovate models

Build an outstanding teaching team. Increase the proportion of local professional designers or dual-qualified teachers hired for teaching, and build a teaching staff of teachers + designers/dual-qualified teachers. For instance, in this course in 2025, in addition to the course instructor, Mr. Zhao, the director of Jingdezhen Ceramic Packaging History Museum, will also be invited to explain the decorative patterns and methods on traditional packaging to the students.

Table 1. The Supporting Relationship between Course Objectives and Graduation Requirements




Graduation requirements	Graduation requirements indicators	course objectives, and graduation requirements Supporting relationship
Comprehensive disciplinary knowledge	System Cutting-edge professional knowledge	Course Objectives 1 and 2
Knowledge application ability	The ability to analyze, design and solve different problems	Course Objectives 2 and 3
The application of modern tools	the ability to utilize computers and instruments	Course Objectives 2 and 3
Professional Ethics	Honesty, trustworthiness, rigor and truth-seeking	Course Objective 1
Communication	Social Interaction Skills and Abilities	Course Objective 3

Innovate classroom teaching methods. Adopting the learning approach of "classroom + competition + project", competitions or projects are utilized to make up for the deficiencies in practice. Through various problems that arise during the participation process, students are guided to independently turn to theoretical verification, thus forming a circular learning cycle of "theory - practice - theory". Truly form students' autonomous inquiry learning and achieve the integration of knowledge and ability, methods and means, theory and practice. Every year, there are many design competitions organized by various design associations in China, such as the special topic competition in the 2025 Milan Design Week Exhibition of Outstanding Works by Teachers and Students of Design Disciplines in Chinese Universities: The "Let the Creativity of Cultural Relics Shine" Cultural and Creative Product Design Competition of Chinese museums is very much in line with the practical needs of the "Traditional Decoration and Modern Design" course. It can effectively utilize the traditional decoration and patterns of museum cultural relics to design cultural and creative design products with more contemporary characteristics.

4.3. Multi-dimensional and Interactive assessment

First of all, formative assessment and summative assessment are combined. Attach importance to the process evaluation based on the PBL learning method. On the one hand, evaluate the course assignment works or competition works, and on the other hand, evaluate the process of work production or competition, project and the degree of participation. Secondly, give full play to the principle of diversity of evaluation subjects. The evaluation form is a combined effect of teacher evaluation accounting for 50%, peer evaluation among students accounting for 30%, and self-evaluation by students accounting for 20%. The evaluation subjects consist of three parties: the course teacher, the students, and the students themselves. The teacher's evaluation is based on the course assignments, competition awards, and other circumstances, providing reasonable, well-grounded, objective, and fair assessment. Mutual evaluation among classmates is a supplement to the teacher's evaluation and also a process of learning from each other. Self-assessment by students is conducive to their further absorption of knowledge. Ultimately, through this multi-dimensional and interactive assessment method, the students achieved remarkable results in competitions such as the 6th Hong Kong New Talent Contemporary Design, the 2nd China Postgraduate Beautiful China Innovation Design Competition, and the 21st Shanxi Design Award (the award certificates are shown in Table 2 below).

Table 2. Overview of Student Awards in 2024

 <p>第六屆 香港新視 當代設計獎 HONG KONG CONTEMPORARY DESIGN AWARD</p> <p>銅獎 Bronze Award - 198</p>	 <p>BEAUTIFUL CHINA Innovative Design Competition for Postgraduate Students “美丽中国”创新设计大赛 媒体传达设计赛道 一等奖</p> <p>作品名称 《运动》 作者姓名 李淮瑾 指导教师 曹山 参赛单位 景德镇陶瓷大学</p> <p>2024年11月</p>	 <p>SHANXI DESIGN AWARD 第二十一屆 山西設計獎 二等獎 SECOND 21 AWARD</p> <p>SHANXI DESIGN AWARD 2024</p>
<p>The student won the Bronze Award of the 6th Hong Kong Emerging Contemporary Design Competition</p>	<p>The student won the first prize in the Second China Postgraduate Beautiful China Innovation Design Competition</p>	<p>The student won the second prize of the 21st Shanxi Design Award</p>

5. Conclusion

Through goal-oriented curriculum teaching reform, reasonable teaching goals are constructed, innovative models are adopted through multiple measures, and multi-dimensional and interactive assessment is carried out. The teaching goals of "Traditional Patterns and Modern Design" are continuously improved, and teaching and assessment methods are innovated. The combination of courses and actual competition projects has mobilized students' enthusiasm for design and conformed to the research trend and market demand of innovative and intelligent teaching in the new era of liberal arts. The application of the OBE-oriented teaching mode has very obvious advantages compared with traditional teaching and has achieved good teaching effects. For instance, students achieved outstanding results in the 6th Hong Kong New Talent Contemporary Design Competition, the 2nd China Postgraduate Beautiful China Innovation Design Competition, and the 21st Shanxi Design Award. However, there are still some problems in the influence of objective and subjective factors in the teaching process that need to be further improved in future teaching:

- 1) Supervise students' study. Establish a learning supervision mechanism by using teaching platforms such as Xuexitong. Through the data statistics function of the platform, regularly check the progress of students' design works, group cooperation situations, etc. Remind and urge students who are not proactive in learning or lag behind in progress.
- 2) Stimulate students' autonomous learning. Enhance the interest of learning and stimulate students' enthusiasm for participating in learning and discussions by setting up reward mechanisms and strengthening interactive methods such as comments among students. Encourage students to share learning resources, insights and experiences with each other to create a good learning atmosphere.

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