

The Construction and Practice of Integrating Curriculum Ideological and Political Elements into the Blended Teaching of Design Composition Course under the OBE Concept

Qi Wang¹, Dongdong Wang^{2*}

¹Kashi University, Kashi 884000, Xinjiang Uyghur Autonomous Region, China

²Jiangxi University of Engineering, Xinyu 338000, Jiangxi Province, China

*Corresponding author: Dongdong Wang, wangdongdong@163.com

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Abstract: This paper endeavors to explore the integration of curriculum ideological and political elements into the blended teaching of the Design Composition course based on the OBE (outcome-based education) concept. It analyzes the implementation paths and practical effects, providing a reference for the integration of ideological and political education and professional education in art design education in the new era. By analyzing the core content of the OBE concept in combination with the characteristics of the Design Composition course, we discuss the integration of ideological and political elements into teaching design. Employing methods of case analysis and literature review, and in conjunction with the blended teaching mode, we design a teaching process that conforms to the OBE concept, optimize practical activities and evaluation systems, and enhance students' ideological and moral qualities as well as disciplinary accomplishments. The research reveals that through the integration of ideological and political education in courses based on the OBE concept, it is possible to not only improve students' professional skills but also enhance their sense of social responsibility and cultural confidence.

Keywords: OBE concept; Course ideology and politics; Design Composition; Blended learning

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1. Introduction

According to the concept of outcome-based education (OBE), the educational goal is no longer merely to impart knowledge. Instead, it is oriented towards students' learning outcomes, emphasizing the dual development of students' core competencies and ideological and moral qualities. In the Design Composition course, integrating ideological and political elements into the curriculum not only enables students to better understand design principles and techniques but also reinforces their sense of social responsibility, cultivating design talents in the

new era who possess a high degree of cultural awareness and social commitment. The blended teaching mode, an innovative approach that combines online and offline teaching, has played a significant role in this process. Through flexible teaching design, blended teaching can fully utilize digital technologies and network platforms, expand the coverage of ideological and political education, and enhance students' learning enthusiasm and sense of participation.

2. Overview of the OBE concept

2.1. Definition and development of the OBE concept

The concept of OBE was first proposed by American educational scholar William G. Spady in the 1980s^[1]. It aims to guide the design and implementation of teaching through clear learning outcomes. Its core idea is that the goals of educational activities should center on the specific outcomes that students can achieve rather than merely imparting knowledge as in traditional education^[2]. The OBE concept emphasizes the comprehensive development of students' abilities, encompassing multiple dimensions such as knowledge, skills, attitudes, and values. The OBE concept has been widely applied in the global education system, particularly in the fields of higher education and vocational education, and has become an important approach to enhancing the quality of education and the comprehensive qualities of students.

2.2. Integration of OBE concept and curriculum ideological and political education

The OBE concept offers theoretical support and a practical framework for integrating ideological and political education into courses. The design logic of the seamless course is as follows: clarify the content and knowledge points → dig out the low-level ideological and political elements → elevate to the middle-level ideological and political elements → elevate to the high-level ideological and political elements^[3]. Through distinct learning goals and multi-dimensional assessment methods, the OBE concept makes ideological and political education in courses not just exist as additional educational content but become an integral part of course teaching. Teachers can clarify the outcomes of ideological and moral education by designing specific learning goals, ensuring that students can also make corresponding progress in aspects such as ideological and moral qualities and a sense of social responsibility while enhancing their academic abilities. The outcome-oriented characteristic of the OBE concept ensures that the effectiveness of ideological and moral education is measurable, thereby enabling continuous optimization of course contents and teaching strategies through actual teaching practice and assessment. This allows the synchronous cultivation of students' ideological and moral qualities and professional abilities and ultimately achieves an improvement in overall qualities.

3. Connotation and practical needs of ideological and political elements in the Design Composition course

3.1. Positioning and teaching objectives of the Design Composition course

As a fundamental course in art and design, Design Composition mainly covers the basic content of design disciplines such as form, color, space, and composition principles, aiming to cultivate students' design thinking and basic skills^[4]. This course not only emphasizes the theory and methods of design, but also focuses on cultivating students' innovative abilities. It is a key course that connects art and design, theory and practice. The teaching objectives of the Design Composition course include not only mastering professional skills, but also requiring students to possess certain artistic aesthetic abilities and the ability to solve practical design problems.

In the context of the new era of education, with the increasing demand for the comprehensive quality of art and design talents in society, the curriculum should not only cultivate students' professional abilities, but also pay attention to the comprehensive development of ideological and moral character, social responsibility, cultural literacy, and other aspects. Therefore, the teaching objectives are gradually shifting from simply imparting skills to improving comprehensive qualities, especially in the integration of ideological and political education into the curriculum, emphasizing the coordinated development of students' ideological and moral character and professional abilities.

3.2. Necessity of integrating ideological and political elements into the Design Composition course

The integration of ideological and political elements into the Design Composition course is not only a way for students to learn design skills, but also an effective platform for ideological and moral education and social responsibility cultivation. Firstly, the basic elements such as form, color, and space in the curriculum themselves contain profound cultural connotations. Through the study of design, students can appreciate the inheritance and innovation of traditional culture and social values. In addition, with the increasing demand for the comprehensive quality of art and design talents in society and industry, design professionals need to possess not only solid professional skills but also a strong sense of social responsibility and cultural consciousness. The improvement of these comprehensive qualities is precisely the necessity of integrating ideological and political education into the Design Composition course. By embedding ideological and political elements into the curriculum, students can be guided to realize that design is not only an expression of personal creation, but also a carrier of social responsibility and cultural dissemination, thereby stimulating their sense of social responsibility and cultural responsibility.

4. Integration of ideological and political elements into the blended teaching of Design Composition based on the OBE concept

4.1. Setting teaching objectives based on the OBE concept

Under the framework of OBE, the teaching objectives of the Design Composition course need to start from students' learning outcomes and clarify specific requirements in terms of ideological and moral character, professional skills, and social responsibility. Firstly, the OBE philosophy emphasizes the comprehensive development of students' ideological and moral character by setting clear learning outcomes. In the Design Composition course, the teaching objectives should not only cultivate students' mastery of design skills such as color, form, and space, but also focus on enhancing their sense of social responsibility, cultural consciousness, and ethical judgment ability. For example, by understanding the impact of design on society, students can cultivate their sense of social responsibility in practical design and achieve the goal of "serving society with design." Secondly, the teaching objectives should clearly integrate ideological and political elements, so that students can not only master design knowledge, but also understand the close relationship between design and social values, cultural inheritance, and other aspects. The setting of such goals will help achieve the improvement of students' comprehensive literacy, ensuring their dual development in ideology, morality, and professional skills.

4.2. Integrating teaching content and ideological and political elements

In the design of teaching content, it is necessary to effectively integrate ideological and political elements into

the core knowledge system of the Design Composition course. Taking courses such as color, spatial perception, and composition principles as examples, teachers can analyze the symbolic meanings of these design elements in social and cultural contexts, guiding students to realize that design is not just a display of skills, but also an expression of social culture, historical traditions, and humanistic spirit. For example, the use of color can be combined with the explanation of traditional Chinese color culture to help students understand the relationship between design and ethnic culture; the design of spatial sense can be combined with the social function of public art design, inspiring students to think about the impact of design on social space. By combining design knowledge with ideological and political education, teachers can design teaching activities that can achieve the dual goals of knowledge transmission and ideological and political education. For example, in classroom discussions, focusing on the role of design in inheriting social culture, students are encouraged to reflect on the impact of design works on culture and society, promoting the dual improvement of their ideological and moral character and design ability.

5. Practical path and strategy of integrating ideological and political elements into the blended teaching of the Design Composition course

5.1. Scientifically designing teaching processes and constructing an ideological and political education system

In the instructional design of courses, the rational construction of the teaching process is the foundation for implementing ideological and political education in courses. Based on the OBE concept, the teaching process should be comprehensively arranged from three aspects: knowledge imparting, skill cultivation, and quality improvement. In the Design Composition course, teachers should clarify the knowledge goals, skill goals, and accomplishment goals of each teaching unit and realize the coordinated development of these goals through carefully designed teaching links. For example, in the teaching of “The Principle of Color Generation,” teachers can introduce color contrast cases in traditional culture and combine the symbolic meanings of colors in social culture to guide students to understand the cultural connotations and social responsibilities behind colors while mastering color design techniques. Research has shown that optimizing the teaching process can significantly improve students’ acceptance and identification with the ideological and political content of the curriculum^[5], thus promoting the improvement of students’ comprehensive literacy. Ideology and politics is not a specific course or class of course process, but a teaching concept and model, which needs teachers to aim at “thinking and politics” in the curriculum, use moral education teaching deliberately, rationally, and effectively, adhere to the extraction of cultural genes in professional courses, and guide students to correctly understand the profession curriculum ideological and political, giving full play to students’ learning process^[6].

5.2. Utilizing online resources to expand course content and strengthen the integration of ideas

The application of online resources provides important support for blended learning, which can expand the depth and breadth of course content and strengthen the penetration of ideological and political education. In the Design Composition course, teachers can introduce cases and materials with ideological and political significance through online platforms, broaden students’ horizons, and enhance their ideological and political literacy. For example, in the “Color Contrast” teaching unit, teachers can select color design cases from rural revitalization projects to analyze how the design reflects social development and cultural heritage. Under this teaching mode, teachers must improve their teaching ability. With the help of the two teaching carriers of online

information platform and offline physical class, and through the three-stage teaching steps of “guiding learning before class, consolidating and deepening in class, expanding after class,” teachers can extend the teaching time and space, connect inside and outside the classroom, and establish a “student-oriented” deep learning mode. In order to meet the diversified knowledge acquisition and personalized learning needs of students, a new learning community is built ^[7]. Research has shown that combining ideological and political applications with online resources can deepen students’ understanding of the core concepts of the curriculum and enhance their sense of social responsibility and cultural consciousness in design practice ^[8]. Through this approach, ideological and political elements of the curriculum can be integrated into the professional teaching process, thereby promoting the dual development of students’ comprehensive quality and social responsibility.

5.3. Conducting practical teaching activities to develop students’ ideological and political literacy

Practical teaching is the core practical approach of OBE philosophy, which helps to transform theoretical knowledge into practical skills and cultivate students’ sense of social responsibility through task-driven methods. In the Design Composition course, teachers can guide students to experience and understand the ideological and political elements in the course through practical projects closely related to social reality through design. For example, in the “Color Space Sense” course, teachers can assign campus landscape color research tasks, allowing students to analyze the application of color in campus design from a perspective that combines functionality and aesthetics. Literature shows that practical activities can help students perceive the practical significance of ideological and political content in specific contexts, and promote the development of students’ sense of social responsibility and cultural responsibility in practice ^[9].

5.4. Implementing multidimensional teaching evaluation and promoting the optimization of teaching modes

The construction of a teaching evaluation system is an important component of the OBE concept, which can comprehensively evaluate students’ subject abilities and moral development. In the Design Composition course, teachers should establish a multidimensional evaluation system, which not only assesses students’ professional skills, but also comprehensively considers the improvement of students’ ideological and moral qualities, teamwork, and social responsibility. Through evaluations of classroom participation, practical activity performance, and teamwork abilities, teachers can gain a comprehensive understanding of students’ development and progress. At the same time, teachers should facilitate the collection of students’ feedback on the ideological and political content of the curriculum through questionnaire surveys, interviews, etc., in order to adjust teaching strategies and optimize teaching design. Killen pointed out that a multidimensional evaluation system can effectively reflect students’ comprehensive qualities, promote the optimization of teaching modes, and improve teaching effectiveness ^[10]. Through this evaluation mechanism, ideological and political education in the curriculum can be more comprehensively implemented, providing a solid foundation for students’ comprehensive development and the improvement of their subject literacy.

6. Conclusion

This article explored the path and practice of integrating ideological and political elements into the blended teaching of Design Composition based on the OBE concept. It proposed a teaching model that promotes students’ comprehensive development by clarifying teaching objectives, optimizing teaching content, and

combining network resources and practical activities. Research has shown that introducing ideological and political elements into the Design Composition course can not only enhance students' professional abilities and disciplinary literacy, but also strengthen their moral character and sense of social responsibility. The OBE concept emphasizes outcome orientation, promotes the coordinated development of students' knowledge, skills, and qualities through clear teaching objectives and a multidimensional evaluation system, and provides new ideas for innovative teaching models. The practice results show that this model can effectively promote the overall quality of students, and provide an important reference for the cultivation of art design talents with social responsibility and innovative ability in the new era of education.

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Disclosure statement

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