

The Establishment of College Music Teaching Model under the OBE Education Idea

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Abstract—The Outcome Based Education (OBE) idea is an educational model based on learning outcomes. Originating from the basic education reform in the western countries in the 1990s, this education model has received wide recognition internationally. Since China's colleges and universities actively promoted education reform, the OBE-oriented education idea has provided valuable thinking for the reform of higher education in China. Therefore, during the practice of education reform, domestic colleges and universities have explored new talent training programs suitable for their own development. This paper adopts the literature investigation method, starts from the connotation of OBE idea and analyzes the characteristics of this model, thereby comprehensively elaborating about how to use OBE model to better promote the music teaching in colleges and universities and cultivate more interdisciplinary music talents that suit the needs of society.

Keywords—OBE education idea; college music; teaching model

I. OVERVIEW OF OBE EDUCATION IDEA

OBE is the abbreviation of Outcome based education, which is a result-oriented education, also known as capacity-oriented education, goal-oriented education or demand-oriented education. In 1981, it was proposed by Spady et.al. Now it has become the mainstream idea of education reform in countries like the United States, Britain, Canada and others. From the perspective of idea, OBE implements the educational philosophy of student-oriented, which is essentially consistent with the current educational philosophy in China, taking students as the main body. From the perspective of practice, OBE refers to results-oriented education, which means, the teaching process and the goal of instructional design are carried out around the expected results that students can achieve throughout the learning process. Compared with traditional education, OBE has a kind of reversed thinking, which carries out results-oriented design of entire teaching process with design.

In the OBE education idea, there are mainly five core questions, which respectively are: what students want to learn and what they have to master; why the students should learn these contents; how to help students achieve learning outcomes; how to know the learning outcomes of students; how to ensure students to obtain these outcomes. Reverse design around these steps throughout the whole course design is required. The connotation of the OBE education idea advocates taking the student as the teaching center. The teacher is the leader and organizer of the teaching, who ensures that the results of each teaching course can finally realize the task-guided teaching method in the classroom. The role played by OBE in the whole teaching process can not only realize the requirements of

teaching knowledge transfer, but also meet the needs of the society for future talents, and can cultivate students' comprehensive ability. Under the OBE education idea, through respecting the development of students' personality, teachers have really realized teaching according to their aptitude in the true sense. From the perspective of students, through the OBE education idea, their enthusiasm for learning is easily stimulated, so as to improve teaching efficiency. The key point what the current teachers should think about is how to make full use of OBE education idea and establish music teaching model.

II. THE CHARACTERISTICS OF THE OBE EDUCATION MODEL

Results-oriented education is different from traditional education model and has its own characteristics. Results-oriented education aims at measuring what students can do, instead of what students know. This is not the case with traditional education. In traditional teaching, students are usually asked to choose an answer from a set of answers, which emphasizes the students' memory rather than showing what they have learned. Results-oriented education pays more attention to students' understanding to knowledge, rather than the ability of memorizing. In terms of importance, the understanding to the content is far greater than memorizing. The OBE education model requires students not only to have the ability to solve fixed problems, but also to develop the ability to solve open problems. Especially for college students of music major, there are many courses of music, and each student may be good at different subjects. Only by paying more attention to the understanding of music art, can they have better performance [1].

OBE requires students to demonstrate their abilities through challenging tasks. Difficult tasks allow students to think, study, decide, etc. OBE enables students to be in the whole process of a matter from the beginning to the end, and pays more attention to the improvement of students' higher abilities, such as divergent thinking and innovative ability, etc. These abilities are trained and improved through fulfilling complex tasks within a team. What OBE emphasizes is not what students have learned at current stage, but what they can do in the future with the abilities they have obtained at school. In the current economic environment, the society requires talents to respond quickly to changes, and the OBE idea is in line with the requirements of social development for talent cultivation. The current society's demand for music talents is also changing. Under the guidance of the OBE idea, teachers can continuously think and change methods in the process of implementing education, and guide students to constantly break through

themselves and challenge themselves to adapt to the needs of future society for music talents.

III. COLLEGE MUSIC EDUCATION REFORM ON THE BASIS OF OBE EDUCATION IDEA

A. *The transformation from discipline orientation to goal orientation*

The traditional form of college music teaching is mainly discipline-oriented, which pays attention to the complete knowledge system of the whole discipline, teaches according to the set textbook outline, emphasizes the importance of the discipline, neglects the need of the profession, and does not consider the future society's demand for talents. Outcome-oriented music teaching is goal-oriented and is carried out according to reversed design. This reversal is relative to the positive direction of traditional music teaching and is not carried out in accordance with the traditional teaching process. The reverse design begins with the demand, which means, considering from the internal and external needs of the students, setting the training objectives, and then determining the graduation requirements according to the training objectives, thus determining the curriculum system according to the graduation requirements. However, the traditional "positive" designers start from the curriculum system, then the graduation requirements, training objectives, and needs, etc. Generally speaking, the demand for positive design can only meet the demand of the internal training of the school, and cannot meet the demand of the society for talents. Goal-oriented music teaching is implemented from reverse design to positive implementation, ensuring that educational goals are consistent with demand.

B. *Transformation from teacher-centered teaching to student-centered teaching*

Taking teachers as the center is inevitable under the discipline-oriented education. The emphasis of teaching design is what to teach, the teaching process pays attention to how to teach, and the teaching evaluation pays attention to how to teach. Under the OBE education idea, the transition from teacher-centered to student-centered is carried out. Taking students as the center, the focus of instructional design is what to learn, the teaching process focuses on how to learn, and the teaching evaluation focuses on how to learn. College music teaching takes students as the center, requiring the teaching design and implementation process to focus on the learning outcomes that students should achieve, and guiding students to learn effectively. For student-centered music teaching in colleges, the whole process is centered on "learning". This also conforms to the current classroom teaching reform. Music teachers pay more attention to the reform of teaching methods, guide students to learn and create actively to achieve high efficiency in the classrooms. Under quality education, the education idea advocates students as the main body and teaching is aimed at not teaching. As an art discipline, music is particularly has higher requirements for students' creativity and ability to represent. Under the OBE education idea, this change in teaching philosophy guides the reform of teaching methods [2].

C. *Teaching quality monitoring changes for continuous improvement*

Currently, the management of music teaching quality in Chinese colleges and universities pays attention to the preliminary stage of quality monitoring to teaching stages, and can play the role of supervision, but it does not have the function of improvement and perfection. An intact teaching quality evaluation system should be a closed loop from the beginning to the end. Through the supervision to the entire teaching process, it finds the difference between the corrected and set goals, and then analyzes the reasons to improve the system. It is a continuous and coherent process. Results-oriented music teaching requires the establishment of a mechanism of continuous improvement, which can continuously improve the training objectives according to environmental changes and ensure compliance with internal and external needs. At the same time, the graduation requirements and teaching activities shall be adjusted accordingly. The OBE education idea emphasizes the continuous improvement of quality monitoring and forms a virtuous circle. Taking the music appreciation for example, how to supervise the education quality in this class, and then feedback to a series of processes, from the beginning of teaching design to the application of teaching methods, etc. It shall take into account the degree of student participation and understanding. This requires a continuous process to better improve education reform.

IV. THE ESTABLISHMENT OF COLLEGE MUSIC TEACHING MODEL UNDER THE OBE EDUCATION IDEA

According to the current needs and analysis of the transformation of music majors in colleges and universities, it shall combine the current market demand and the characteristics of students to set the training objectives, so that students can become compound talents in music major with abilities of teaching, singing, playing, organizing activities, strong theoretical and practical skills, and high comprehensive quality. Under the OBE idea, the training objectives are required to be compliant with the requirements, consistent with the corresponding requirements of the curriculum, teaching content, and teaching methods. Under the OBE idea, the establishment of college music teaching model has the process of market demand - training goal - core competence - curriculum establishment - teaching content - teaching evaluation.

A. *Set the target of outcome*

The starting point and end point of the OBE idea are consistent, which is setting the outcome goal. The design of outcome goal should be clearly articulated and quantifiable, which is usually evaluated by performance indicators. When setting the outcome goal, the requirements and expectations of the school music discipline establishment shall be fully considered, and then the comprehensive factors, such as students, teachers and parents, shall be considered. For example, the conservatory of music is divided into several majors, including the major of composition, the major of piano, and the major of music education, etc. Each major has its own emphasized training objectives. It is necessary to fully consider

all factors, set outcome goals which are fit to reality, and quantitative evaluations shall be available.

B. Establish the curriculum system

Learning outcomes is a representation of competency structure. Achieving this competence requires teaching. The curriculum system is a prerequisite for teaching, therefore, the curriculum system is a matter of great concern for achieving learning outcomes. An associated response between the competency structure and the curriculum system is necessary, since each kind of competency is supported by the curriculum. In other words, when students complete one course, they are expected to have the corresponding competence. The curriculum system should be set corresponding to the competence, and be set in accordance with the needs of the training objectives and graduation requirements. For example, in terms of singing ability training in the vocal performance major, courses such as vocal professional courses, chorus, piano, physique and opera performances, etc., should be offered. In terms of teaching ability, it is divided into school education, social education and family education, and corresponding theoretical courses such as education, psychology, simulation lectures, and chorus conductors shall be offered.

C. Determine teaching strategies

The OBE education idea focuses on what students have learned, instead of what teachers teach, which pays more attention on individualized teaching. Individualized teaching requires teachers to teach students according to their aptitudes, grasp the degree of association between teaching objectives and student characteristics, and formulate different teaching plans. In terms of selecting teaching strategies, there are a variety of innovative teaching methods available.

In the practice courses, the "integrated, phased, multi-level" teaching model can be adopted. The main representation of the integration is that, assuming three lessons are set every week to rehearse the overall repertoire and promote the teamwork ability of the students. The main representation of segmentation is that, dividing the stage of students according to the professional level and arranging the practice courses reasonably. The multi-level representation is that the students can select practice courses according to their employment direction. Make full use of online and offline network teaching, music teachers can make full use of network resources, upload teaching courseware to the network teaching platform for students to learn, and communicate in a timely manner. Appropriately select outstanding students to serve as teaching assistants, and let students carry out transposition teaching. The teaching assistants will explain and demonstrate the teaching content to train the students' teaching ability.

In addition, from the perspective of teachers, schools should establish communication channels to communicate with professional actors or teachers from primary and secondary schools or colleges, so that teachers are able to understand the cutting-edge employment requirements for students' ability. If the teachers' comprehensive ability is continuously improved, they can better guide students to learn actively.

D. Comprehensive Use of Evaluation Methods

Teaching evaluation is an indispensable means of supervision for teaching. Under the OBE education idea, the evaluation of learning outcomes and teaching can be elaborated from two aspects: first, self-evaluation of learning outcomes made by student. OBE teaching evaluation focuses on learning outcomes, instead of teaching content, learning time and way of learning, etc., uses diversified comprehensive evaluation methods, emphasizes the degree to which students' learning outcomes achieved for evaluation, and provides a reference for schools and teachers to improve teaching. Second, establishment of teaching advisory committee, which is composed of employers, outstanding graduates, students, parents, etc., to supervise and evaluate the teaching model from teaching to employment, to keep the market demand matching with the teaching, to adjust constantly, and to train the compound music talents suitable for the needs of the society. Moreover, the application of comprehensive evaluation methods is inextricable with the concept of teachers.

V. CONCLUSION

Under the environment which is market economy-oriented, there are higher requirements for college music major graduates. Compound talents that meet market needs are needed, which proposes higher requirements for teachers. OBE results-oriented education is an advanced educational idea that meets the needs of society. It has rich practical experience from developed countries and has formed a relatively complete theoretical system. The application of OBE education idea in music teaching is also the correct direction for professional transformation to carry out education reform. Music is an art discipline. It is a long-term, arduous task for educators to figure out how to use OBE education idea to better promote music teaching [3].

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