

*Original Research Article*

# Research on Blended Teaching Model of Photography Courses in Universities under Outcome Based Education

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**Abstract:** With the progress of the curriculum reform and the promotion of blended teaching models, Outcome Based Education (OBE) has gradually come to the vision of education researchers. Although, the research on the blended teaching models supported by the OBE is still in preliminary stage, that is quite suitable for the application oriented courses, taking photography course for example, in colleges and universities. In this paper, we search for a suitable blended teaching model based on OBE, providing a certain reference and exploration for future photography teaching.

**Keywords:** Outcome Based Education (OBE); Blended Teaching Model; Photography Courses

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## 1. Introduction

In 2018, the Ministry of Education, in response to the content of the first 13th National People’s Congress, proposed to optimize the structure and training model of talents with a demand based approach, while combining the advantages of information technology to promote undergraduate learning<sup>[1]</sup>. The blended teaching model supported by the OBE will gradually move towards popularity and promotion, becoming an inevitable trend in education. OBE is also applicable to the talent cultivation goal plan of universities at this stage, as well as to the teaching model of applied courses in universities, such as photography courses. However, the research based on the OBE for the blended teaching model of university photography courses still lacks theory and practice, and more practice is needed to prove and innovate and expand. In this paper, we will design a blended teaching model for photography courses under OBE supported by current excellent mobile learning software (Chaoxing course center platform).

## 2. Methods

### 2.1 OBE and blended teaching model

Outcome based education (OBE) is a kind of educational concept oriented by students’ outcomes. It’s a process in which students first engage in learning activities, and on the basis of learning to produce results, to measure and evaluate the results. The teaching model based on OBE should focus on learning outcomes and students’ behaviors when designing teaching, and the teaching content, teaching methods and teaching objectives should be designed and implemented according to the results to be achieved<sup>[2-5]</sup>. The blended teaching model is based on the traditional teaching model, keeping pace with development of the times and using online platform to assist classroom teaching, which is a new type of Internet information teaching means<sup>[3]</sup>. It is a new type of Internet information technology teaching method. The Chaoxing learning mobile education platform breaks limits of traditional offline education with time and space, teachers can upload videos or materials and other resources for students to learn. Teachers can upload and students can learn at any time and from anywhere to ensure that students can build their knowledge and reinforce and enrich classroom teaching.

### 2.2 Design ideas for a blended learning model under OBE

Selecting the form of teaching activities according to the content of the teaching. Multiple forms of teaching activities are used in the classroom, but it’s important to select activities that are appropriate for the content, and design different in-class teaching activities with mobile education platforms to get the final output of the activities<sup>[4]</sup>. The teaching activities need to fit the learners’ learning habits, pre-competencies and other factors. Design teaching tasks according to the teaching objectives. Teaching tasks are

the prerequisites for obtaining teaching outputs, and should be designed according to the set teaching objectives, which should be adapted to the teaching activities, the level of the learners, and the completion of outputs.

Focus on teaching outputs and evaluation. Teaching based on the OBE, which focus on the output and evaluation of teaching results, and results obtained from teaching tasks need to be evaluated by teachers to clarify the students better, and to make a good preparation for the next output and the learning of pre-competencies. Students are no longer the role of mechanical inculcation, but gradually become the main role of teaching designer. In all learning activities, it's designed around learner, and instructional design supported by OBE, and focusing not only on teaching activities but also on final output.

Instructional design respects the choice of objectives, especially the design of tasks that are directed to the outcomes. The learning styles, knowledge levels and prior abilities of learners should be considered before determining the teaching objectives, and then the corresponding teaching objectives should be specified to design appropriate teaching tasks and activities.

### 3. The experiment of blended learning under OBE

In the first part, the pre-class activities is to publish a pre-study task online, and then work in groups to collect good photographs using the three composition methods.

The assignment in class is to assign tasks, design competitions, and take pictures in groups. The task of shooting is using three composition methods to; to explain the concept of three compositions from an abstract point of view, and then to visualize with examples, and collect pictures to summarize characteristics in using three compositions, and try to imagine the scenes that can be applied to them. The post-lesson activity focus on taking and processing photographs, submitting as groups by compositions, and using online platform for submission and evaluation.

The second part of online activity is to submit the collected photographic works. Summarize the characteristics of the three composition methods, and interact with the classroom to provide timely feedback. Submit the finished works to be evaluated. Appreciate the best ones and enhance the aesthetic. The offline activity is to collect photographs in a group. Take and process photographs using three compositions.

The above teaching models are designed based on the theory of results-oriented education, and the teaching activities and methods are all aimed on the final output.

### 4. Results and discussion

The experimental subjects of this study were 60 undergraduate students of Educational Technology. Before the course, use questionnaires to investigate learners' degree of completion and satisfaction with the learning effects and outcomes. Specific questions were asked about learners' knowledge and enjoyment of photography. Sixty questionnaires were distributed, with a score of 30.6 out of 50, which is not very high, indicating that learners were not satisfied with content, the quality of output, and teaching methods when they were not taught by the blended learning theory of OBE.

At the end of course, use questionnaires again, and the learners respond about the outcomes and satisfaction. Sixty questionnaires were distributed and average score was 43.67 out of 50, which was higher than the one in pre-test.

According to the results of two questionnaires, most of the students didn't have a high degree of completion and satisfaction for the university photography course. It can be seen that teaching effect that focus on theoretical explanation but not on the output is not good, which means that university photography courses still need to make progress on the basis of the traditional blended teaching model. Especially in an applied course like photography course, the theoretical inculcation can only increase abstract concepts, but can't exercise students' operational skills, nor stimulate students' interest. After the implementation of courses supported by the OBE, the learners' enjoyment of photography courses generally increased, and their understanding and mastery of specific knowledge were greatly improved, more obviously, students' understanding of knowledge was deepened, as well as their operational and practical skills. It's evident that the blended learning model supported by the OBE has significantly improved the learning outcomes.

After investigation and exploration, it was learned that the results-oriented education theory has a great effect on blended teaching model in applied courses, and learning outcomes have been improved. However, the cases in this study still have many shortcomings, more practice and innovation are needed to improve the teaching effectiveness, and it's not enough to rely only on comparison of one course, and the change of one teaching model, but more theoretical innovation and practice within the course. It is hoped that more researchers can continue to find a blended teaching model supported by the OBE for contemporary students, which will provide more lessons for future teaching activities.

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