Research on Theme Design Teaching based on OBE Education Concept—Teaching Practice of Fashion Design Course

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Abstract: The teaching content of "themed fashion Design" course of "Fashion Design" takes the OBE education concept as the teaching theme, takes "social care of design" as the theme of teaching design, constructs the phased task framework with the achievement of results and problem solving as the teaching objectives, and improves the students' problem awareness and the ability to transform results in the optimization of teaching methods. By improving the evaluation method of course assessment, we can stimulate students' learning fun, improve the teaching quality, and cultivate high-quality talents with high humanistic care in line with the development of the garment industry.

Keywords: OBE education concept, fashion design course, theme design teaching, teaching practice.

1. Introduction

Topic teaching originates from the integrated topic teaching developed by American scholar Susan Kovarick and her research team in 1982, which emphasizes the organization of teaching with topic as the clue. The theme teaching of men's wear design is completed in the full cooperation between teachers and students, from theme presupposition to process implementation, from deductive creation to effect display, so that students can master creative thinking methods and skills in the theme practice training[1]. However, in the teaching process of traditional men's design course, it is divided according to the steps of theme setting, students' exploration and application, design application and students' display and communication, which is in line with the habit of theme teaching. At the same time, compared with other courses, the discussion between teachers and students is increased to promote interactive teaching. However, the topic teaching ignores the in-depth and comprehensive grasp of the teaching objectives, the teaching objectives are not clear, the teaching content fails to keep pace with The Times, and there is no clear teaching design for the design students to master how much knowledge, why to master these knowledge, how to master these knowledge and how to confirm that they have mastered these knowledge.

To this end, we put forward the theme-based instructional design based on OBE (Outcome-Based Education), that is, outcome-based education, which encourages teachers to think deeply about the teaching objectives in the initial course design, fully integrate the OBE educational concept with the clothing theme-based instructional design, and carry out the organization of teaching content and the use of teaching tools. This paper takes the course content of "Theme design" in the course of fashion design as an example and takes "social care of design" as the theme to discuss how an excellent designer with high humanistic care should embody the concern for society in the fashion design conception and design practice. The theme design is based on humanistic care, environmental protection, medical care, vulnerable care, education and other aspects. Through course learning and searching materials, students understand the forefront of the industry hot knowledge, fully understand each role, through fashion design, around the "social care design" fashion design thinking to provide creative solutions.

2. The Application of OBE Education Concept in Theme Teaching Design

Costume theme teaching is an important part of costume design course teaching. Its core concept is that the designer takes "theme" as the target orientation, integrates the theme into the comprehensive exploration process of fashion design and creation according to his own life experience and combined with the relevant clues of other courses and other disciplines of fashion major. This process requires students to understand the development information of the clothing industry, fashion information, fashion accessories information, consumer demand information and other content to portrait consumers. Through the theme teaching design, students can identify the design object, understand the life demands of the design object, and design products that meet the needs of consumers, so as to improve the suitability between clothing products and consumers. The teaching content covers a wide range of subjects and involves a wide variety of courses. However, in the actual implementation process, there are some problems such as unclear theme teaching direction, inconsistent design of clothing and design orientation, low suitability, insufficient system of teaching content design and evaluation system over form. Therefore, it is very necessary to explore and form a scientific theme teaching design model.

OBE education concept is an important part of current education development and plays a key role in improving the quality and effect of undergraduate teaching[2]. Through OBE education concept, the teaching method of costume theme design is developed to find students' interest points, optimize the teaching content, cultivate and enhance students' creative design thinking, strengthen students' knowledge reserve and practical ability, and improve the teaching quality of clothing major. The combination of design theory and design practice is expected to explore a more effective implementation path for cultivating students' sustainable design ability, so as to
achieve a seamless connection between the training of college clothing talents and the development needs of enterprises.

As a compulsory course for the major of fashion and costume design, "Fashion design" plays an important role in the curriculum system. As shown in Figure 1, after students have a certain knowledge reserve, they learn relevant courses of fashion design to expand their professional perspective. A wide range of majors is the goal of talent training for the major of fashion and costume design, which requires students to develop and support their design and handicraft skills, as well as have the historical and cultural background of fashion and costume. With the upgrading of consumer demand, market digitalization, students can obtain information quickly and in a more comprehensive manner. However, with the development of market segmentation, the development needs of the garment industry. This requires students to consider multiple elements such as consumer demand scene, body type, role projection, design elements and design techniques to carry out innovative design in theme design. In addition, the current severe employment situation requires students to have the ability of innovation and entrepreneurship [3][4]. This teaching content cultivates students' ability of observation, information extraction, interdisciplinary integration, problem solving and innovation, and guides students to become talents in line with the development needs of the garment industry.

Figure 1: Tree diagram of theme instructional design-related courses in clothing and costume design specialty.

3. Curriculum Objectives and Teaching Content of Theme Design Teaching

3.1 Course Objectives

Under the background of OBE education concept reform, the course of fashion and clothing design has been carrying out the reform and innovation of design teaching, and has achieved good results in related competitions. However, some design courses are not fully explained in the actual teaching, students' narrow vision in practice and insufficient understanding of the market demand, leading to the disconnection between the designed clothing products and the market, which makes the comprehensive ability of students not fully improved. In addition, with the development of digitalization, students can obtain information quickly and in real time through various channels and understand the trends and demands of the garment industry. If the knowledge taught in class is disconnected from the actual needs of the industry, students' learning initiative will be reduced. At present, talents trained by colleges and universities not only have excellent academic performance, but also need excellent comprehensive strength [5]. Therefore, the course team integrates the OBE education concept into the course construction of fashion design, and adopts teaching links such as pre-class assignment, classroom teaching and guidance, information search and classroom discussion. Specific to the content of "theme design teaching", teachers will explain the current consumer demand, market segmentation, as well as specific problems that should be investigated for each target consumer group, so as to guide students to actively participate in the course project and determine their own design target group. Then, through the teaching of design ideas and skills, the students' design thinking is expanded, the fashion trend and the specific situation of the designed object are summarized, and finally, through certain methods and procedures, the relevant theme series of design topics are completed independently, so as to further improve the comprehensive design ability, improve the students' observation, perception, imagination and creativity of the clothing. Lay a solid theoretical and ideological foundation for students' independent innovation ability.

2.2 Course Content
The course content of "Fashion Theme Design" applies consumer demand, fashion trend and design theme to the whole teaching process to ensure the continuity and effectiveness of teaching. The teaching process takes students as the main body and teachers' guidance, and implements the form of teacher-student double evaluation on the design works to achieve good teaching effect. At the same time, under the guidance of teachers, students' abilities of self-learning, data collection, problem finding and problem solving should be strengthened, and innovative design should be carried out to meet the dress needs of different groups. It is an effective tool and method for teachers to complete the teaching objectives of the course, and also enables students to master more knowledge and skills while improving their comprehensive strength. (Table 1 shows the supporting relationship between curriculum objectives and graduation requirements.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Support the graduation requirement target point</th>
<th>Theme design teaching content</th>
<th>Teaching-method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.3 Be able to master the basic knowledge and professional skills of garment industry, and analyze the specific situation of garment product design according to the practical situation and many restrictive factors.</td>
<td>Understand the meaning of the theme and determine the design theme and the object to be designed. And consider the level of consumer demand for clothing.</td>
<td>The teacher tells the course objectives and requirements of thematic teaching, makes clear the students' learning tasks, learning-requirements, homework content and results form, and gives the teacher guidance.</td>
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<tr>
<td>2</td>
<td>3.1 Master fashion design methods, and be able to use relevant knowledge of various professional courses to conduct fashion design for specific consumer groups.</td>
<td>1. Factors to be considered in theme design. 2. Analyze the wearer's specific wearing requirements, wearing functions and aesthetic ideals. 3. Analyze the aesthetic, functional and emotional factors of clothing.</td>
<td>Students consult the materials and use the course teaching platform and the design official account, videos and related design materials pushed by the teacher to search for the relevant design materials of the social groups they have selected.</td>
</tr>
<tr>
<td>3</td>
<td>4.2 Master the process and specification of clothing design as well as the operation process of clothing production and sales, and be able to propose solutions to problems in the operation process of enterprises.</td>
<td>1. Matching between colors, fabrics, profiles and design elements in theme design. 2. The compatibility of design works and designed objects. 3. Design theme series.</td>
<td>Identify design details and selected design elements according to the needs of the design community and have the ability to abstract change and use them concretely.</td>
</tr>
<tr>
<td>4</td>
<td>6.1 Knowledge and skills to effectively communicate with peers and industry outsiders about professional issues, and to effectively organize personnel to carry out market research, product development, brand planning and other activities.</td>
<td>Students summarize the changes of consumers' demand for clothing after the segmentation of the clothing market, and make PPT to explain.</td>
<td>Each student expressed their own knowledge and opinions on the teaching of clothing theme, explained their own works and commented on the works of other students.</td>
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4. Implementation of OBE Education Concept in the Course of "Theme Design Teaching"

4.1 Selection of Design Theme

The theme teaching design has a variety of styles, such as humanistic theme, social theme, bionic theme, art theme, pastoral theme, national culture theme and future theme. Students can choose one of the themes to design according to the teacher's explanation, or the teacher can design according to the local characteristics or around the current social hot spots. This theme design teaching takes "social care of design" as the starting point, in order to cultivate students' feelings of home and country as the starting point, to dig deeply into the teaching resources of fashion design discipline, based on the perspective of the discipline to effectively absorb and innovate the feelings of home and country. By understanding the concept of social care, the concrete embodiment of modern care design in various fields and the typical design of social care in our clothing design, the specific direction of social care under this topic is determined, so that students can understand the hidden “truth” in the events that happen in life. Against the many social groups that carry the burden for the betterness of our days, such as the “angels in White” in reverse; "Fire fighters" no hesitation; The "People's Liberation Army" in the earthquake and flood; The "geological prospector" who measured the land with his feet; There are also the "garrison soldiers" who guard the border all day long despite the bitter cold, and the “deliveryman” who shuttles through the streets, etc. In short, those who can make our lives better and work hard quietly are the objects of our design and care. Design energy be involved in society to make the operation of society more healthy and sustainable.

The theme design teaching of this course will discuss how an excellent designer with high humanistic care should embody the concern for the society in the design conception and design practice in the field of fashion design. The theme design is based on humanistic care, environmental protection, medical care, disadvantaged care, education and other aspects. Students fully understand each role through course learning and searching materials, and provide creative solutions through clothing design thinking centered on "social care design" through clothing design.

4.2 Teaching Design of Results-oriented Theme Design

Teaching design is the focus of the teaching practice of themed design. Based on the teaching objectives of the course and in line with the idea of cultivating students' innovative consciousness and craftsman spirit, it is divided into four steps: "introduction → exploration → acquisition → sublimation". It teaches knowledge step by step, improves the quality silently and enhances the thought imperceptitiously, and actively explores the integration of caring design and curriculum content. Strengthen students' ability to master and apply the knowledge of each module of “theme design”, so as to accumulate rich professional knowledge for future innovation and entrepreneurship (Figure 2).

First of all, teachers ask students a question "What is social care?" before class to arouse students' thinking, and collect good materials before class to stimulate students' interest in...
learning. Secondly, listen to the students' understanding of social care after collecting and sorting out the information and what groups should receive social care? Students analyze the characteristics of the target design group, combine their working environment, consider the functional, protective, safety and other factors of clothing products, and then integrate fabric, style, color, dot, line, surface and other elements to achieve the unity of beauty and practical function through the form, meaning, appearance and other aspects of clothing. Through the above discussion, the teacher summarized the main points of the theme design of "Social Care for design". First, the theme design could be designed from the two perspectives of functional protection and leisure fashion. In the design, the style should be considered to highlight the professional attributes of the wearer. Second, the color selection should be in line with the design group to bring a soothing visual feeling to the wearer, breaking the traditional functional protective clothing may bring pressure; Third, the design group clothing in the selection of accessories should have the necessary identification; Fourth, through the reasonable selection of clothing fabrics and accessories to achieve the necessary protection and isolation functions. Finally, according to the course content, students conduct social care design from the four aspects of fabric, style, color and form, and combine the design details and design elements related to the designed groups in the fashion trend press conference, so that the design groups can feel the warmth and consideration of the designers and express their respect with the design concept (Figure 3).

Figure 2: Step design of teaching implementation of "Theme Design"

Figure 3: Flow chart of "Social Care by Design" teaching activity
4.3 Teaching Methods of Theme Design

With the rapid development of Internet and digitalization, the teaching of theme design applies digital technology to the whole teaching process to ensure the high efficiency of teaching. First of all, the course was built on the platform of Super Star Learning. Teaching videos, ppt courseware, and pictures were placed in advance before class, and the notice was sent to students through class learning. Secondly, students are required to learn courses such as "Fashion Design Procedures and Methods" and "Fashion Product Planning and Design" through China University MOOC platform and learn fashion design trends through Youku videos. Thirdly, by recommending wechat official accounts to students such as fashion designers, Nishi and Nishi to let students know the current industry trend and consumer demand situation. Through the above three steps, students can search for relevant materials of the designed group and design, and understand what is the costume design under the theme background, whether the design details and selected design elements can be abstract changed and used concretely, whether the self-designed design theme can fit the general theme upward and the design works downward, through the teacher's pre-class learning tasks and class knowledge explanation. Make it interwoven into one. Fourthly, the selection of fabric, woven elastic fabric is used to ensure its thick and wear-resistant and play the role of wind and rain. Third, considering that the rider has a large amount of arm activity, the spandex fabric with good elasticity is used in the sleeve or sunscreen sleeve arm. The clothing style is rich to roaming the streets of the city, fulfilling their promises to customers with the most simple actions. In the design of this theme, students should first understand the current scene and food delivery environment, and what kind of equipment can better meet the professional needs. Based on the visual experience of life, the designer confirmed that blue or yellow clothing would stand out in a food delivery environment during the day, but not so much at night. Therefore, in this design, he used reflective fabric on the back of the jacket, chest stitching and pants seam to remind the rider of the night action. Secondly, considering the changeable weather in the characters and events that reflect the spirit of The Times transmitted by APP such as Douyin, Kuaishou, Xiaohongsha, Weibo and other we-media are used to explain the connotation of social care to students. Finally, all students will submit their homework to the Super Star teaching platform for student mutual evaluation and leave their feelings on the discussion page of this theme design.

4.4 Teaching Results of Theme Design Practice

Three basic principles are proposed for the quality control of teaching results of theme design. First of all, the beauty of form law as the theme design evaluation criteria. Second, the design of theme series should be unique in style, complete in accessories, and be able to reflect the symbolism of clothing and the aesthetic ideal of clothing itself through color, profile and other elements. Third, the work includes the garment design effect drawing (drawing size ratio 16:9), style drawing (if there is a special design on the back, the back drawing is needed), theme description, process requirements, material pictures and descriptions. Next, a student's work will be combined to explain how teachers use the four teaching steps of introduction, exploration, acquisition and sublimation throughout the whole theme design practice, and how students convert the problems they encounter into teaching results.

The theme is inspired by the familiar urban delivery men who roam the streets of the city, fulfilling their promises to customers with the most simple actions. In the design of this theme, students should first understand the current scene and food delivery environment, and what kind of equipment can better meet the professional needs. Based on the visual experience of life, the designer confirmed that blue or yellow clothing would stand out in a food delivery environment during the day, but not so much at night. Therefore, in this design, he used reflective fabric on the back of the jacket, chest stitching and pants seam to remind the rider of the night action. Secondly, considering the changeable weather in the

Design theme: Urban Express  Designer: Yu Hengqing
process of riding. Therefore, the students began to research the design group. After identifying the career needs, they searched for fabrics suitable for expressing the design, chose the familiar blue and suitable for various possible styles to carry out the design. Finally, on the basis of ensuring the functionality and practicality without losing the fashion beauty, they came up with an intelligent design, which has a cool sense of fashion and forward-looking.

3.5 Teaching Evaluation of Theme Design Teaching

Combined with the actual situation of students in teaching, a multi-perspective evaluation method is established. Due to the characteristics of the subject is not suitable for the traditional closed book examination. To this end, according to the requirements of the subject will be classroom performance, stage report, curriculum design results and other links comprehensive examination of students' overall learning situation. Students are required to actively answer the questions raised by teachers in class, effectively communicate and exchange with teachers, keep in mind the basic theories, design methods and procedures of the teacher's key requirements, and focus on the ability of students' innovative design thinking, color matching ability, fabric, fabric selection ability and style modeling ability in the course theme design. Students expand their knowledge by learning the teaching content of costume theme design. The course covers interdisciplinary subjects such as marketing, consumer psychology, and consumer behavior. Through the design works with this theme, students can participate in several costume design competitions to test the practical ability of educational achievements, promote the design development of our school, and enable students to have a clearer understanding of their own design level through a higher communication platform.

Table 2: Assessment methods and proportion of theme design

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>Assessment rules</th>
<th>Proportion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum design</td>
<td>Examine the students' mastery of the methods and procedures of theme design and</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>the application ability of theme design and the overall evaluation of curriculum design</td>
<td></td>
</tr>
<tr>
<td>Stage report</td>
<td>Test students' correct selection of design elements and key points in theme design</td>
<td>30</td>
</tr>
<tr>
<td>Classroom performance</td>
<td>Class attendance, enthusiasm to interact with the teacher, and the completion of pre-class tasks were examined</td>
<td>10</td>
</tr>
</tbody>
</table>

5. Conclusion

This theme design teaching takes the results and problem orientation in the teaching concept of OBE as the starting point of course teaching, which is a beneficial attempt to construct the phased teaching objective and task framework of theme design teaching and the innovation of teaching means [6]. Through the cultivation of problem awareness, students are encouraged to learn independently, explore problems, solve problems and achieve goals. At the same time, interdisciplinary learning is a challenge for teachers and students of design in the future. In the teaching process, themed design courses have certain explorations and breakthroughs from the perspectives of design and materials, design and technology, and have certain epochal and forward-looking characteristics. The theme design teaching has greatly cultivated the students' sense of mission and responsibility. The students strive to understand each group designed, from the convenience of wearing clothes to every action they do, and every tool they use in the process of work. In addition, the students actively search for fabric information. For example, those fabrics are wear-resistant, moisture-absorbent, waterproof and windproof, and even better in strength and elasticity. We express our deep respect for them with design concepts from the bottom of our hearts. Multi-perspective teaching evaluation and stage report provide students with individualized and fair teaching evaluation, and indirectly stimulate students' enthusiasm and professionalism.

OBE education concept meets the needs of clothing theme design teaching content. The closed-loop teaching method of introduction, exploration, acquisition and application proposed by the course and the course theme design realize the perfect fit between curriculum theory and product innovation design, achieve good teaching results and complete the teaching objectives, which is of great significance for cultivating talents in line with the development needs of the clothing industry.

References