

# ***Practice and Research on the Applied Talent training Mode of Broadcast Television Editing and Directing Based on the OBE Concept: A Case Study with "TV Screen Editing"***

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**Abstract:** China's Internet industry has developed rapidly in recent years, and various media industries are in a critical period of rapid transformation. Cultivating applied media talents has become an inevitable choice for undergraduate education in Chinese universities. To meet the country's requirements for the applied talents training for Television Editors and Directors. This project explores the practical application of the OBE concept in the course of "TV Screen Editing" as a case study and establishes an outcome-oriented project-driven teaching model. Students from two Broadcast Television Editing and Directing major classes at Shangrao Normal University are used as sample research to apply the result-oriented project-driven teaching model to practical teaching and verify and analyse the final teaching effect. Finally, it summarises exploring and constructing an applied editors' and directors' training mode based on the concept of "OBE". It provides a reference for the teaching reform of innovative editing and directing talent training mode.

## **1. Introduction**

Chinese society is currently in an essential stage of development and transformation. With the rapid growth of the Internet and media, it is imperative to cultivate a group of applied editors and directors. In recent years, similar teaching concepts such as "promoting learning by competition" and "project-driven method" are essential methods and means for cultivating talents for editors and directors. These are the concrete manifestation of the talent training models under the OBE concept from a macroconcept. Looking at the relevant academic research in China, there are relatively few studies related to the OBE concept in training television editing and directing professionals. At present, there are mainly "Research on the Diversified Teaching Model of Television Editing and Directing in the 5G Era" and "Based on the OBE Teaching Concept – 'promoting learning by competition' Exploration and Research on the Teaching Mode of Promoting Learning," "Exploration on the Teaching Reform of Broadcast Television Editing and Directing Major Based

on OBE Concept-Taking the Course of 'TV News' as an Example," "A Preliminary Exploration on the Teaching Reform of Broadcast Television Editing and Directing Major Driven by the OBE Education Concept," "The application of the teaching reform of <Audio-Visual Language> course under the OBE teaching concept" "The practice of 'non-linear editing technology' course reform based on OBE concept" and other papers and achievements. However, after careful reading of the relevant studies, it is found that they all stay at the level of basic concept research or analysis of the application of a single course. There is no real implementation mode and in-depth study of the application-oriented Broadcast Television Editing and Directing talent training model systematically from the macro to the local under the OBE concept.

The purpose of this research is to explore and construct an applied talent training model for the cultivation of Broadcast Television Editing and Directing with the concept of "OBE" and put it into practice to meet the country's requirements for the training of applied talents and the actual needs of the social talent market. First, taking the course "TV Screen Editing" as a case study, the OBE education concept is integrated into the whole teaching process. It deepens the practical application of the "student-centred" teaching concept in cultivating director talents. Explore a new class model of the project-driven director under the OBE concept. Secondly, put the theory into practice and sum up experience from practice:

- Implement the new talent training model for editors and directors based on the concept of OBE.
- Strictly control the project creation process.
- Systematically monitor the entire process of the implementation of the training model.
- Summarise practical application experience.
- Form relevant the theoretical research results of talent teaching reform.

Ultimately, it aims to explore a new mode of talent training for editors and directors under the OBE concept, combine social needs and talent training programs, build a new model of project-driven talent training for results-oriented directors, and build a new system for Broadcast Television Editing and Directing courses.

## **2. Literature Review and OBE Education Concept**

### **2.1 OBE Educational Philosophy and Research at Home and Abroad**

In 1981, American scholar Spady conducted in-depth research on Outcomes-based Education (OBE) in his book "Outcomes-based Education: Controversy and Answers." Moreover, he proposed "to ensure that students are in The OBE concept of accurately focusing and organising the education system to achieve substantial success in future life" <sup>[1]</sup>. Subsequently, it was highly valued by the education community and was widely used at an astonishing speed. For more than 40 years, its research logic has gone from exploring the principles of this educational concept (such as concept definition, principle sorting, etc.) to engineering certification and medical science's Practical application in the field of talent cultivation. Its research perspective has experienced the expansion from the macroscopic talent cultivation education and teaching concept to the microscopic curriculum theory; its research subject has been created by European and American scholars and inherited by scholars from China <sup>[2]</sup>. The OBE teaching concept has formed a relatively complete theoretical system and is still considered the right direction to pursue excellence in education. It is regarded as the mainstream concept of education reform in the United States, Britain, Canada, and other countries <sup>[3]</sup>. In recent years, relevant domestic research conferences found that the application and research of the OBE concept in China's education sector have spread across various disciplines, such as education engineering, science, literature, and art.

## 2.2 Research the Teaching Application of the OBE Education Concept and Focus on Problems

In the early 1980s, Spady, Acharya, and others conducted in-depth research on the concept and content elaboration to overcome the problems faced in American educational practice. The content of OBE puts forward the four basic principles of OBE: the clear focus on results, reverse design, continuous and higher expectations of success, and expanded opportunities [2]. At the beginning of the 21st century, Chinese scholars Li Zhiyi, Zhu Hong, etc. They made a detailed analysis and discussion on "result-oriented education and its implementation framework" in the article "Guiding the Reform of Higher Engineering Education with Result-oriented Educational Ideas," which provided the practical application of the OBE concept. Provide clear ideas in teaching application [3]. Then there are scholars Shen Tianen and others in their articles "On Outcome-Based Educational Theories" and "Measurement and Procurement of Learning Outcomes Based on Outcome-based Education." It also analyses the two critical issues in OBE applied research, "how to express and define the results; how to achieve and evaluate the results" in the OBE application research [4]. So far, scholars at home and abroad have laid a relatively comprehensive and profound theoretical foundation for us in related fields. The current academic circle focuses on applying the OBE concept in specific teaching and education reforms, especially for those with solid practicality. The related research is significant in cultivating professional Broadcast Television Editing and Directing talents.

## 3. Research Framework and Steps

The focus of the applied talent training model under the OBE concept is to combine the professional talent training plan, placing students in practical projects related to the course one by one and participating in the entire process from initial project design to project completion. In the whole process, students can effectively learn relevant knowledge, stimulate innovation and creativity, cultivate planning and organisational ability, information analysis and integration ability, practical operation ability, teamwork ability, etc. According to the study of relevant theories and practical ideas, this project chooses the course "TV Screen Editing" as a research case, hoping to summarise the experience of a professional course from point to point. And then extend it to the overall training plan for director talents. The specific implementation model of this OBE concept application-oriented talent training model in the course of "TV Screen Editing" is as Figure 1 shows.

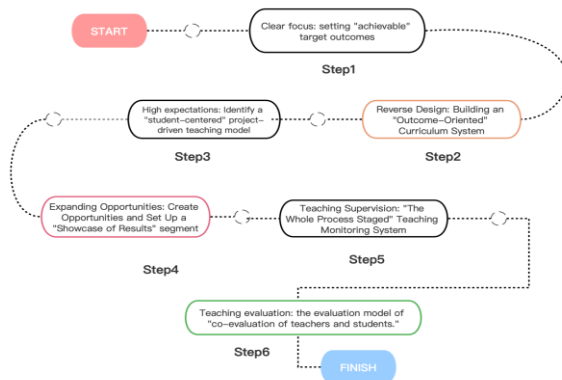


Figure 1: The OBE concept application-oriented talent training model

### 3.1 Clear Focus: Set “Achievable” Target Outcomes

We are starting from the training goals of editing and directing professional talents and the actual needs of society, combined with the professional talent training plan. Moreover, the syllabus of the "TV Screen Editing" course sets "implementable" target results in a planned way according to the nature and content of the course. The follow-up result-oriented guide the teaching design. The project is implemented on the premise that it is possible to identify which tasks are "attainable to all students" and that these tasks can be achieved through appropriate teaching system organisation and classroom practice <sup>[5]</sup>. According to the "TV Screen Editing" teaching link, this course sets a task target for the final work and a staged homework link. The final works' goals and tasks are combined with the Chinese College Student Advertising Art Design Competition and the National University Digital Art Design Competition. Finally, the target results will be submitted for the competition. The staged goals and tasks of the course are to set the process of final work creation to drive tasks in stages, and students need to complete specific learning tasks at each stage.

### 3.2 Reverse Design: Build a "Result-Oriented" Curriculum System

The so-called reverse design refers to the reverse design of the curriculum design from the capstone outcome (cultivation goal) to determine the appropriateness of all teaching towards the capstone outcome <sup>[6]</sup>. The most critical foothold of the project-driven talent training model under the OBE concept is: starting from the direction of the final project results, reverse course design, and building a "result-oriented" course teaching system. In the course system construction of "TV Screen Editing," the reverse method of driving project teaching mainly includes three major parts: one is the theoretical course; the other is the practical teaching link; the third is the final project creation link.

- For the theoretical knowledge part of the course, while teachers teach theoretical knowledge in the classroom, they also set relevant task drivers and form an outcome-oriented academic teaching course using investigation reports, program planning, or film scripts.

- For the practical teaching part of the course "TV Screen Editing," according to the content of the course and the creation needs of the final works, the practice will be split according to the creation of the outcome and set the practice results in stages. The staged tasks of the practical teaching link mainly include planning and conception of the film structure in the early stage; an arrangement of paragraphs and scenes; design and production of narrative montage and performance montage; dialogue scene creation practice; sports scene editing practice; action scene editing practice; film scene Conversion design and production, etc. Students complete the relevant practical tasks and practice objectives in stages in the course. Each time the practice results are displayed, the class results are displayed, and they make the homework comments.

- The final project with strong professional integration focuses on constructing the achievement-oriented curriculum system. There are tutors for teams during the course, and a collaborative teaching method is used to select topics and plan scripts in the early stage. In the project creation stage, divide students into multiple creative groups, and the teacher enters each group as an instructor for in-depth guidance. During the completion of the final task, students are the main body of the project. They must complete creative tasks independently, self-learning, and cultivation under the drive of tasks.

### 3.3 High Expectations: Identify a "Student-Centred" Project-Driven Teaching Model

The third basic principle of OBE is that teachers should have high expectations for all students <sup>[5]</sup>. To raise expectations for student learning during the course and develop challenging performance

standards to encourage deep learning and promote more successful learning. Starting from the curriculum training objectives; combining the curriculum design with the actual projects in line with the society; analysing the curriculum content in detail; subdividing the knowledge points of the curriculum into multiple project task points for project-driven teaching, and finally setting an overall creation Tasks that involve students as a team. The process of practice and creation is student-centred, focusing on students' innovation and creativity, breaking the situation of "emphasising teaching and neglecting to learn" in traditional teaching. Furthermore, guided by the concept of "student learning" so that students can take "ownership" in the project implementation process. "

### **3.4 Expand Opportunities: Create Opportunities and Set up a "Result Show" Link**

The educational model is not set for a small number of students; it is what all students should expect. This is the fourth principle of the OBE educational philosophy - teachers must strive to provide more opportunities for all learners <sup>[5]</sup>. During the project implementation of the project-driven talent training model, the individual differences of each student, should be fully considered, and each student should have the opportunity to achieve learning outcomes in terms of time and resources. To encourage and promote the achievement of teaching effects, the new talent training model for choreographers and directors based on the OBE concept sets a more ceremonial achievement display and competition link, and the achievement display link needs to be open and formal. Let more people participate in the final results test and form a particular social influence is best. The final results of the "TV Screen Editing" course will be shown to the whole school in the small theatre of the college, and the works will be reviewed. At the same time, the works will also be screened online so that more people can participate in the appreciation and evaluation of the final works. Teachers and students are both stressed and dynamic throughout the project.

### **3.5 Teaching Supervision: a Teaching Monitoring System of "Stage-By-Stage Supervision of the Whole Process."**

Many studies on the teaching model of the OBE concept do not describe the teaching process in detail, and teaching supervision is a crucial step in the complete teaching process. Therefore, to ensure the results of teaching objectives and meet the requirements of curriculum training ability, this project will supervise teachers' teaching and students' learning in the whole process of the task project. In the early stage of script planning and scene design of the "TV Screen Editing" course project, on-site reporting and collective display are carried out in text and courseware. In the on-site shooting and later stages, the instructor is invited to visit the class and leave on-site photos or videos; after the finished product is completed, the Creation team members must complete their creation elaboration report. The testing process and staged supervision are scientifically set according to different projects.

### **3.6 Teaching Evaluation: the Evaluation Model of "Co-Evaluation of Teachers and Students."**

Evaluation is based on criteria and criteria to judge; it needs to consider quality, effectiveness, efficiency, and consistency. Students or others can decide for them. Criteria can be quantitative or qualitative. Assessment includes cognitive processes of inspection (judgments about the internal character) and criticism (judgments based on external standards) <sup>[7]</sup>. The evaluation under the OBE concept must be output-oriented, evaluating students' learning effects. Starting from the certification standards, majors must establish an output-oriented internal evaluation mechanism; the core of this mechanism is the output-oriented course teaching evaluation <sup>[8]</sup>. The applied talent training mode of

Broadcast Television Editing and Directing based on the OBE concept is completed in the way of "teacher-student public evaluation" in the final teaching evaluation link. Teachers' evaluation of students' performance needs to combine the overall performance in the project process with the final quality of the results. To better build a result-oriented talent training model, students are specially set to evaluate their learning results, learning process, and teachers' teaching to evaluate better the effectiveness of this teaching model in practical application.

#### 4. Research Results and Data Analysis

To verify the application of the application-oriented editing and directing talent training mode based on the OBE concept in professional courses, this study selected two classes of Broadcast Television Editing and Directing majors at Shangrao Normal University as samples. Use to evaluate the classroom effect of the task-driven teaching method of the "TV Screen Editing" course. This research used a questionnaire survey designed and distributed with the help of the online applet "Questionnaire Star." Finally, the questionnaire data from 58 students were collected. This survey mainly conducted research from three aspects: "students' recognition of the classroom," "self-evaluation of course results," and "evaluation of teaching effectiveness," and also collected some students' opinions on the teaching process.

Three questions were set for the "students' recognition of the classroom." Question one, Do you realise that the OBE (project-driven) concept of teaching is used in the course? Question two, Do you agree that practical teaching should be "student-centred"? Question two, Do you like the task-driven teaching model? The investigation and analysis of "students' recognition of the classroom" were carried out from three levels.

First, confirm the students' cognition of the teaching mode. The specific research results are shown in Figure 2. Of a total of 5 people, 55 people realise that the course uses task-driven teaching, and three people do not realise. The result confirmed the application of this teaching model, and research can continue. Secondly, through the statistics of students' attitudes towards the "student-centred" classroom, the final statistics are shown in Figure 3. The approval percentage is 98.28%, and the portion of disapproval is 1.72%. It can be seen that almost all students agree that The "student-centred" teaching arrangement also shows the students' recognition of the students' highly autonomous learning in project-driven teaching. Finally, in the research survey of students' preference for the outcome-oriented project-driven teaching model, as shown in Figure 4, 57 people like it, accounting 98.28%, and one person does not like it, accounting for 1.72%. It can be seen that overall, students still hold a positive attitude toward the outcome-oriented project-driven teaching model. From the analysis of the above three sets of data, it can be seen that in this survey, middle school students have a high degree of overall recognition of the achievement-oriented project-driven teaching model in the application of the "TV Screen Editing" course. We can also boldly speculate on the task-driven teaching model. It can be used in similar courses.

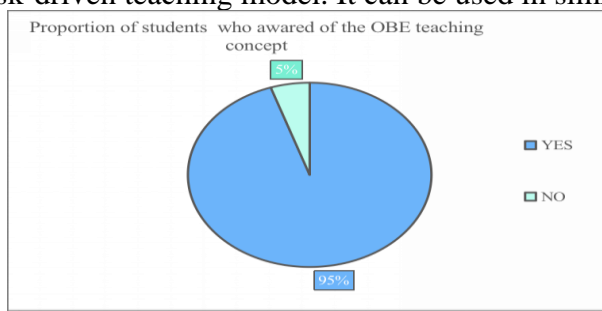


Figure 2: Students' awareness of the teaching concept

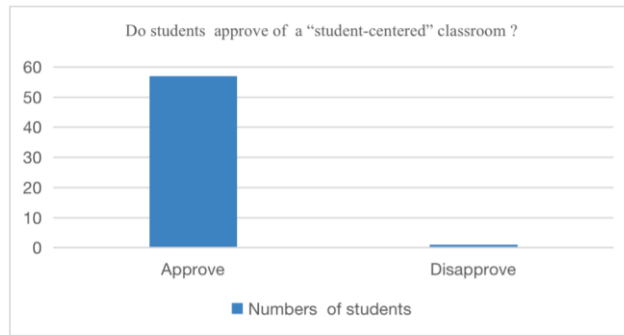


Figure 3: Results of a survey on students' recognition of the classroom

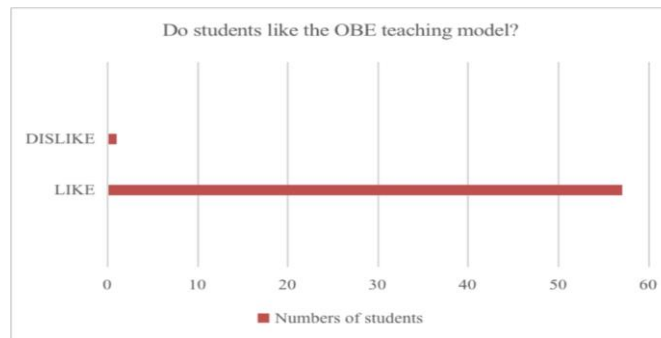


Figure 4: Results of the survey on students' recognition of the OBE teaching model

Students' self-evaluation of assignments

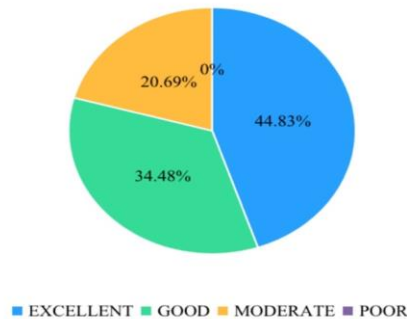


Figure 5: Students' self-evaluation of assignments

Table 1: Students' self-evaluation of assignments


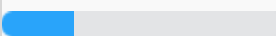
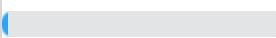
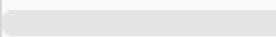
| OPTIONS                 | SUBTOTAL | PROPORTION |
|-------------------------|----------|------------|
| EXCELLENT               | 26       | 44.83%     |
| GOOD                    | 20       | 34.48%     |
| MODERATE                | 12       | 20.69%     |
| POOR                    | 0        | 0%         |
| NUMBER OF VALID ENTRIES | 58       |            |

Second, the Aim at the investigation and research the "self-evaluation of achievements" in the course of "TV Screen Editing" based on the achievement-oriented new project-driven talent training mode. The research team directly asked the students questions; the final results are shown in Figure 5 and Table 1.

The survey results showed that 26 students thought that their courses works were "EXCELLENT", accounting for 44.83%; 20 students thought their course works were "GOOD", accounting for 34.48%; 12 students felt that their results were "MODERATE", accounting for 20.69%, And no students think that the course works were "POOR". Moreover, through our teacher's evaluation of students' results, we can also verify the students' completion of work in turn, according to the observation of students of the two classes as the research object. The objectives and tasks of each stage of the course are completed well, most of the works are excellent and good, and a few are moderate or unqualified. The students' autonomous learning ability has improved significantly in completing the projects, and teachers often find that some groups' homework far exceeds expectations. Most students have improved their abilities significantly by practising repeatedly, and the quality of the work is also better each time. It is worth noting that the final works of "TV Screen Editing" of these two classes have won awards in this year's College Student Advertising Art Design Competition and the National University Digital Art Competition. It can be seen that project-driven teaching based on the OBE concept not only has a significant role in promoting students' learning but also promotes the production of course teaching results.

Third, in cooperation with the student's evaluation of the completed target works, the researchers also surveyed the effect evaluation of this teaching mode in the course "TV Screen Editing." It is believed that the teaching mode has a significant effect, as Table 2 shows. Forty-one students think the teaching effect is "EXCELLENT", fifteen students think the teaching effect is "GOOD", two students think the teaching effect is "MODERATE", and no students think the teaching effect is "POOR". It can be seen that the student's evaluation of the project-driven teaching mode in the course is relatively high, and the effect of the teaching mode of the course is still good. Although it is necessary to consider that students will give more positive evaluations because of teacher friendship and other factors, these data are still valid even if they are discounted and can reflect the students' recognition of this teaching model.

Table 2: Students' evaluation of the effectiveness of the course

| OPTIONS                 | SUBTOTAL | PROPORTION  |
|-------------------------|----------|---|
| EXCELLENT               | 41       |  70.69% |
| GOOD                    | 15       |  25.86% |
| MODERATE                | 2        |  3.45%  |
| POOR                    | 0        |  0%     |
| NUMBER OF VALID ENTRIES | 58       |   |

In addition to the data analysis of student surveys, the study gave insights into the teachers who performed this task. According to the teacher's feedback, the overall classroom effect of the teaching model is good in the implementation process because the task-driven students are more targeted in the process of listening to the class, and their enthusiasm is higher than that of the ordinary teaching class. It is worth noting that this course's final creation works have an excellent effect on the spot, and the atmosphere of the on-site work's commentary is very enthusiastic. The



students not only actively criticise their works but are also enthusiastic when commenting on other students' works. During the process, students have a deeper understanding of their works and practical creation in the collision. Teachers reflect on the problems existing in the teaching process while sorting out the teaching results.

## 5. Research Discussion

To construct applied editing and directing talent training models based on the OBE concept. It is necessary to start from the professional training goals and social needs and carefully analyse the needs of the editing and directing professional talent training ability. Furthermore, use the project tasks in the OBE education concept to drive the reverse exploration of teaching design to form a curriculum that covers a scientific and feasible talent training model for editors and directors, including systems, teaching plans, implementation methods, process supervision, and evaluation systems. This research takes the practical application of the project-driven talent training mode based on the OBE concept in the course of "TV Screen Editing" as a case for research and analysis. As a typical case of building an outcome-oriented curriculum system for application-oriented Broadcast Television Editing and Directing majors, summarise the experience and effects of this practice application and promote it to other courses in the future.

Regarding the overall framework of talent training for editors and directors, we need to proceed from the result orientation, classify various courses for Broadcast Television Editing and Directing and build a result-oriented curriculum system that fits the nature of the relevant courses. In addition, based on exploring and implementing the new talent training model for editors and directors based on the concept of "OBE," we should strictly control the project implementation process and systematically monitor the entire process of the training model implementation. Finally, summarise relevant practical experience to form the applied talent training reform results in Broadcast Television Editing and Directing based on the OBE concept.

Some critical problems exist in the specific practice and in-depth research process of the application-oriented Broadcast Television Editing and Directing talent training model based on the OBE concept. The first one is "Teaching project exploration and setting." That is, how to establish and explore more practical teaching projects suitable for editing and directing talents, the courses required by the training plan, and how to turn teaching results into projects with practical social benefits. Secondly, the specific implementation of the teaching project: better match the outcome-oriented project with the professional teaching training plan and course teaching requirements and form a feasible plan for teachers and students in specific relevant courses. Thirdly, Teaching achievement transformation and quality supervision: how to create a scientific and practical evaluation system to evaluate the classroom teaching project results, students' specific level and performance, how to monitor the process of students' project implementation, and how to assess the students' projects in the process. Contributions can be effectively evaluated.

## 6. Conclusion

Cultivating applied talents is an inevitable choice for local colleges and universities to meet the objective requirements of social and economic development and response to the popularisation of higher education. With the rapid growth of the Internet and various media, China's current college education is at a critical stage of development and transformation. Kinds of practical and application-oriented colleges and universities are trying new types of talent training programs to adapt to the changing needs of society. This research aims to provide some references for exploring innovative talent training modes. It is not only a practical exploration of the construction of an applied Broadcast Television Editing and Directing talent training model but also a practical study

of the OBE concept in the teaching of applied professional courses. It also has great significance in teaching theory and practical instruction.

## Acknowledgement

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