



Research Paper

Packaging Design Curriculum Reform Practice Based on OBE Concept

Xi Cuiyu¹
Liu Shunli^{1*}

¹(School of Art and Design, North China Institute of Aerospace Engineering)
Corresponding Author: Liu Shunli

ABSTRACT: This paper aims to explore the ideological and political teaching reform practice of undergraduate professional courses Based on the concept of OBE in colleges and universities. By analyzing the background of the current curriculum teaching and ideological and political reform in colleges and universities, this paper expounds the practical approach of deepening the ideological and political teaching reform of packaging design courses for industrial design majors. It includes teaching content, teaching methods, teaching resources, teaching cases, teaching assessment and evaluation, teaching effect and so on. Packaging design is not only a technical course, but also a carrier of ideological education that can lead students to establish environmentally friendly values, shape aesthetic values, and transmit cultural values. This teaching practice follows the OBE concept, and carries out teaching practice from three aspects: goal of knowledge, ability and ideological, so as to improve the reference for the reform of ideological and political teaching of other design professional courses in colleges and universities.

KEYWORDS: Package design, Curriculum ideology and politics, OBE

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I. INTRODUCTION

With the changing times and the development of society, higher education is facing unprecedented challenges and opportunities. In the era of knowledge explosion, nurturing outstanding talents with innovative spirit, practical ability, and social responsibility has become the top priority of higher education. The traditional curriculum teaching model often focuses excessively on knowledge impartation, neglecting the cultivation of students' comprehensive qualities and innovative capabilities. The concept of integrating ideological and political education into curriculum teaching, known as "Course Ideology and Politics"(Ouyang et al., 2024), emphasizes infusing ideological and political education into various aspects of subject teaching, aiming to cultivate students' ideological and moral qualities, innovative awareness, and social responsibility through course content and teaching processes, laying a foundation for their comprehensive development and lifelong growth. The purpose of this research project is to comprehensively implement the Guiding Outline of Curriculum Ideological and Political Construction in Colleges and Universities of the Ministry of Education (No. [2020] 3), the Work Plan for Comprehensively Promoting Curriculum Ideological and Political Construction in Colleges and Universities of Hebei Provincial Department of Education, and the Management Measures for Teaching Construction and Teaching Reform Research Project of North China Institute of Aerospace Technology. The ideological and political education runs through the training system of industrial design talents (Hu et al., 2021), promotes the all-round education of all personnel in the whole process, and trains builders and successors with both morality and talent and all-round development.

Packaging design is not merely a technical course but should also serve as a course that guides students' aesthetic concepts, shapes their innovative abilities, and conveys cultural values (Chwialkowska et al., 2020). Therefore, the practical reform of ideological and political education in packaging design courses based on the Outcome-Based Education (OBE) concept (Japee & Oza, 2021) holds significant practical significance and far-reaching development value. This paper aims to explore the practical reform of ideological and political education in packaging design courses based on the OBE concept. This paper elaborates on the specific path of

the reform and practice of ideological and political education in packaging design courses, aiming to provide new ideas and references for the deepening reform of industrial design education.

II. PACKAGING DESIGN COURSE SITUATION

Since 2003, the College of Art and Design has been offering the undergraduate course "Packaging Design and Post-production" to third-year students majoring in industrial design. Since its inception, the teaching approach has evolved from initially focusing on simple paper packaging to developing a comprehensive system of product packaging design. The emphasis of instruction has shifted from pursuing aesthetic form to embracing the concept of green, environmentally sustainable design (Zhu et al., 2022). Since 2017, the course has gradually transitioned towards ideological education, forming a complete system of integrating ideological education into the curriculum. Additionally, it has introduced complementary practical training projects focused on agricultural product packaging with the aim of serving society.

The course consists of a total of 40 class hours. Its professional teaching goal is first make students understand the overview and principle of packaging design through the study of the introduction and history of packaging design. Secondly, through the study of the structure and appearance design of cardboard boxes and bottles, students can master the positioning of packaging design and the concept of packaging design, so that students can have the practical ability to design a complete series of packaging in real production. Finally, through the study of layout design, students can fully grasp and flexibly use the principles of visual design to convey the design theme intuitively and easily.

The curriculum takes "knowledge imparting and value guiding" as the criterion, constructs the knowledge goal, the emotion goal and the behavior goal of the curriculum moral education system. First of all, the cognitive goal of the course is to learn professional design concepts while understanding history, culture and national conditions, so that students can realize the importance of cultural inheritance and development. Secondly, the emotional goal of the course is to inspire students' national pride through case teaching, and guide them to establish feelings of patriotism, love home and cherish things. The behavioral goal of the final course is to guide students to establish a correct outlook on life and professional ethics.

III. PACKAGING DESIGN IDEOLOGICAL EDUCATION PRACTICAL APPROACH

The practical approach of ideological education in packaging design teaching should start from the professional orientation of the course and deepen gradually from the three aspects of knowledge, ability and Ideological values combined with the course objectives. The specific teaching practice is mainly carried out from three angles, which are teaching content, practical training projects and perspective of ideological values.

In terms of teaching content, the ideological values and curriculum theoretical knowledge are integrated. For example, when teaching the development history of packaging design, students will explain the packaging in the farming era in Chinese history, from the original branches and leaves to shells, bamboo tubes, gourds, and the evolution of the packaging of bronzes, pottery, porcelain, lacquer, and paper products. Inspire students to deeply understand the evolution of packaging materials is the historical process of our people's efforts to move forward and brave struggle. Despite many wars and natural disasters, the people's spirit of strong struggle continues to this day. On the other hand, through the excellent case works in packaging design teaching, case analysis and teaching are carried out from the perspective of materials and production technology. It integrates traditional culture and patriotism to inspire students' cultural self-confidence, aesthetic accomplishment, personality spirit and other values.

In the teaching practice project, the packaging design of agricultural and sideline products in the current rural industry is taken as the proposition task. This program encourages students to deeply investigate and understand the economic and cultural background of rural areas and other grass-roots areas, and strictly uphold the professional spirit of designers, aiming to help the revitalization and development of rural agriculture industry. The implementation of the practical project can not only improve the students' design practice ability, but also cultivate the students' work spirit of innovation and excellence.

In terms of the integration of ideological values and packaging works, this reform focuses on training students to deeply understand the design concept of green packaging, establish sustainable development design values, adhere to the professional principles of environmental protection and intellectual property protection, and train students to have self-management, sound personality, honesty and trustworthiness, and professional spirit of dedication.

IV. TEACHING METHODS, AND TEACHING RESOURCES

In the teaching method, the use of question guide method, story integration method and group discussion method to carry out classroom teaching. For example, taking liquor packaging materials as an example, the question guidance method can be used first. Since Chinese wine has a history of thousands of years in China, the packaging form of Chinese wine has undergone the development of various material types, guiding

students to sort out the material development context of Chinese wine brewing and packaging vessels, so that students can understand the spirit of craftsmanship and exploration.



Figure 1: Packaging of Wuliangye Wine



Figure 2: Chinese Landscape Painting

The second is the extensive use of story integration method in the teaching process, taking the historical event of Chinese Moutai wine winning the gold medal in the Panama World Exposition in 1915 as the story entry point, telling the essence of product marketing and the significance of packaging, while enhancing students' cultural confidence, stimulating their enthusiasm for learning traditional Chinese culture, and cultivating students' interest in packaging creativity. Thirdly, the teaching method was discussed in groups. Due to the large number of students in the class, the students were divided into several groups according to the requirements in order to better carry out teaching interaction and inspire students to think positively. After that, the packaging case analysis and discussion were carried out in groups. For example, in the case of DuKang wine packaging design, it involves the source of DuKang's name, Chinese ancient poetry culture, drinking etiquette, bronze culture, historical events and allusions related to wine, traditional decorative patterns, etc., guiding students to learn how to integrate Chinese history and cultural spirit into the creative design of packaging, and improve students' cultural accomplishment and aesthetic taste. The change in the design and packaging of Dukang wine is a demonstration of advancing with The Times and cultural innovation. For example, the DuKang Cellar supreme series shown in Figure 3, the shape of the bottle comes from the shape of the wine vessel "Jue" in the Shang and Zhou dynasties of China. As shown in Figure 4, "Jue" generally has two small columns and three legs along the mouth, which is used to hold wine and warm wine. It was popular in the Shang Dynasty and the early Zhou Dynasty. Later, it developed into the meaning of peerage, which is the rank of the noble title of the monarchy, representing the honor and nobility. The outer packaging of the carton is filled with ancient poems from which the name "DuKang" originates. This packaging design work has a deep and confident cultural heritage, skillfully combined with modern aesthetic, is a good design teaching case.



Figure 3: Dukang liquor packaging



Figure 4: Jue

In terms of teaching resources, the course has collected a large number of packaging design case resources, such as Moutai wine series packaging, Dukang wine series packaging scheme, Henan Xinyang Dabei Mountain red tourism product packaging, domestic time-honored cosmetics packaging, "Orange" agricultural

product packaging, Dunhuang "Silk Road Hand letter" product packaging. Healthy food packaging, and a large number of environmentally friendly green packaging design examples. At present, the teaching cases have been classified into online teaching resource packages of the course according to the teaching syllabus, and shared with students through the learning and teaching platform.

V. CURRICULUM ASSESSMENT AND EVALUATION

The assessment methods of this course are divided into process assessment and final assessment. The process assessment, which accounts for 40% of the total grade, evaluates the student's performance and active participation in the classroom learning process. This includes the student's classroom performance, the level of participation in classroom interactions, the quality of group discussions, and the completion of daily assignments. Through the evaluation of these aspects, we can fully understand the students' learning attitude, mastery degree and teamwork ability, and provide the basis for their comprehensive evaluation.

The final assessment, accounting for 60% of the total score, mainly evaluates the complete performance of the student's agricultural packaging design scheme. At this stage, students need to complete a complete design project, including the concept of the scheme, design implementation, results presentation and other links. The evaluation content will mainly focus on the innovation, practicality, aesthetics of the design scheme and whether it meets the course requirements and industry standards. In addition, the evaluation will consider how well the students apply the concept of sustainable development and whether they can fully reflect the green design concept emphasized in the course. The evaluation criteria are carried out according to the three teaching objectives of knowledge, ability and ideological values, and pay attention to the comprehensive consideration of students' grasp of basic knowledge, expansion of design ability, professional quality level and creativity level. The evaluation not only focuses on the final outcome, but also focuses on the thinking and exploration in the process, as well as the students' resilience and problem-solving ability in the face of challenges. Through such a comprehensive evaluation method, the purpose is to stimulate students' learning motivation, promote their comprehensive development, and lay a good foundation for their future development in the field of packaging design.

VI. TEACHING EFFECT AND PROSPECT

Through the practice of ideological and political teaching of packaging design course, we have seen a series of positive results. First of all, the ideological and political teaching of the course makes students more deeply understand that packaging design is not only the application of technology, but also an important means of transmitting values and guiding consumer awareness. Students realize that their design is not only for beauty and function, but also for the transmission of environmental protection, sustainable development and other ideas, responsible for society and the environment. Secondly, the ideological and political teaching of the course cultivates students' sense of responsibility and mission. Through the practical project of serving the society, the students realize their social responsibility as designers, should actively advocate the concept of green environmental protection, serve the grassroots economic construction, and contribute to the construction of a better tomorrow. Moreover, the ideological and political teaching of the course promotes students' sense of teamwork and social responsibility. In the course practice project, students need to fully communicate and cooperate closely with rural enterprises, and carry out the research in a team way in the research stage. The team members give full play to their respective expertise and jointly complete the design and research tasks. This mode of cooperation not only cultivates students' teamwork ability, but also strengthens their understanding and commitment to social responsibility. Finally, the ideological and political teaching of the course stimulates the students' innovative spirit and desire to explore. When discussing the relationship between packaging design and culture, tradition, fashion and other factors, students demonstrated their understanding and tolerance of different cultural backgrounds and social realities, and also proposed many novel design concepts and creative programs.

In the next reform of ideological and political teaching of packaging design course, we plan to further deepen the course content, strengthen the discussion of packaging design and social responsibility (Wandosell et al., 2021), cultural inheritance, brand image and other aspects, and expand students' ideological vision and design thinking. At the same time, continue to strengthen the practical aspects of packaging projects, organize students to participate in social service, social practice, industry research and other activities, so that they can deeply understand the importance and influence of packaging design in actual production and market application, and improve their practical ability and comprehensive quality. In addition, we will also reorganize the teaching team structure, build a multi-level combination of old, young and middle-aged teaching team, to provide more solid support and guarantee for the sustainable development of the course. Finally, we will continue to explore the course teaching mode, introduce new teaching methods and technical means, enhance the interaction and interest of the course, stimulate students' learning interest and creativity. It is expected that the ideological and political teaching of packaging design course can better make positive contributions to the

progress of students and social development, and cultivate more outstanding talents with innovative spirit, social responsibility and international competitiveness.

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