

Teaching Practice of “Introduction to Poetry Creation” Based on OBE Concept

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Abstract—Based on the OBE (Outcomes-Based Education) concept, this article discusses the teaching practice of the “Introduction to Poetry Creation” course. The OBE philosophy emphasizes being student-centered, oriented toward students’ learning outcomes, and focusing on cultivating students’ abilities and qualities. The OBE concept emphasizes student-centered, student-oriented learning outcomes, and focuses on cultivating students’ abilities and qualities. In the “Introduction to Poetry Creation” course, we implemented the OBE concept by setting clear learning objectives, designing diverse teaching activities, providing timely feedback and guidance, and evaluating student learning outcomes. The practical results indicate that teaching practice based on the OBE concept helps to improve students’ poetry creation ability and literary literacy, while also promoting the professional development of teachers and the improvement of course quality.

Keywords—OBE (Outcomes-Based Education) concept, introduction to poetry creation, teaching practice, ability development

I. INTRODUCTION

In today’s era of information explosion, the cultivation of Chinese language and literature has gone beyond the traditional knowledge transfer and emphasizes students’ creativity and practical ability in the field of language and literature. Among them, literary writing, as an important part of cultivating students’ comprehensive literacy, is not only an intrinsic demand of the discipline, but also a response to the growing demand of society for creative talents. Literary writing is considered one of the most comprehensive and creative disciplines in the language and literature major. It is not only a conformity to language norms, but also a deep understanding and expression of life, emotions, and human nature. In the education of language and literature, literary writing plays an increasingly important role, because it is not only the embodiment of students’ language ability, but also an important part of discipline literacy and comprehensive quality. Generally speaking, literary

writing is not only a discipline in the education of language and literature, but also a process of cultivating comprehensive ability. Through the in-depth study and practice of literary writing, we can better tap the potential of Chinese language and literature students and provide more powerful support for their all-round development. From the perspective of educational effectiveness, through the concept of Outcomes-Based Education (OBE), we are expected to provide a more systematic and effective way for students majoring in language and literature to cultivate their literary writing ability, so that they can better meet the challenges of their future careers.

Outcomes-Based Education (OBE) has been recognized by many scholars since it was first proposed. The outcome-based education concept was first applied to the construction of engineering majors. Since then, more and more universities have paid attention to the OBE education concept and explored it. Talent training model to promote professional construction, teaching reform and improve the quality of talent training. First, Li and Guanghua [1] laid the foundation for education by constructing a “six-in-one” teaching model, taking preschool children’s language education as an example, and emphasized goal-oriented teaching methods and the integration of industry and education. The research by Yongfen *et al.* [2] started from the perspective of blended teaching reform, successfully integrated OBE and classroom thinking, and provided an example for the organic combination of learning content and ability literacy. Xinfeng and Weiwei [3] focused on the reform of the experimental teaching model, and further improved the quality of experimental teaching through the application of the OBE concept. Zhang [4] focuses on curriculum design and exploration in preschool education majors, highlighting the role of OBE concepts in reconstructing curriculum objectives, designing curriculum content, and implementing hybrid teaching models. The research on engineering training teaching reform by Yuan *et al.* [5] highlights the positive role of OBE concept in the construction of multi-disciplinary knowledge system and innovation of teaching methods. The research by Ce *et al.* [6] introduced OBE teaching concepts and PBL teaching methods into university classroom teaching, aiming to solve the shortcomings of

the traditional education model. Overall, these studies not only demonstrate the applicability of the OBE concept in different fields of education, but also provide rich empirical experience for the innovation of teaching models and the cultivation of students' abilities.

Poetry is the starting point and end point of all writing. By writing poems, you can exercise your ability to use language and master the art of language. Dig deep into your inner emotions. In the process of writing poetry, the language needs to be repeatedly refined and tempered to make it more refined and vividly express emotions in words. Starting from writing poems, you can exercise your ability to use language and master the art of language. Improve language refining abilities, which are very important for writing in other literary genres. Therefore, the Chinese Language and Literature major of Zhaotong University has launched the "Introduction to Poetry Creation" course based on the concept of Outcomes-Based Education (OBE) based on learning from and referring to many research results, combined with teaching experience.

II. CURRENT SITUATION OF STUDENTS' POETRY WRITING

In order to ensure the effectiveness of the course, it is necessary to understand students' existing knowledge and experience in poetry creation through questionnaires before the course begins, to gain an in-depth understanding of students' interests, expectations, and learning goals in poetry creation, and to formulate more targeted teaching plans and The goal is to ensure that courses are more relevant to students' needs, optimize teaching methods, assess students' learning foundation, enhance students' learning motivation, and improve course evaluation and feedback mechanisms.

A. Overview of the Questionnaire

In order to better understand students' needs and expectations for the "Introduction to Poetry Writing Practice" course, we conducted a questionnaire survey. A total of 179 questionnaires were distributed in this survey, and a total of 130 valid questionnaires were collected, covering students of different grades, professional backgrounds, and poetry creation experience.

B. Investigation Results

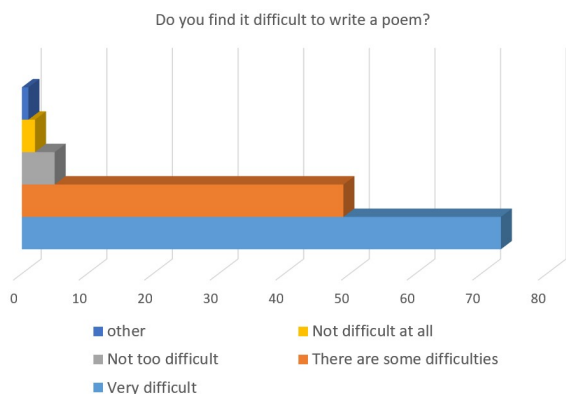


Fig. 1. Statistical results on the question of whether or not you find it difficult to compose a poem.

We selected 1. What problems exist in school education in cultivating students' poetry writing ability? 2. Do you find it difficult when writing poetry? The two most critical issues are displayed and analyzed, as shown in Fig. 1.

73 people found it very difficult, 49 people had some difficulty, 5 people found it not too difficult, only 2 people found it not difficult at all, and 1 other person found it not difficult at all.

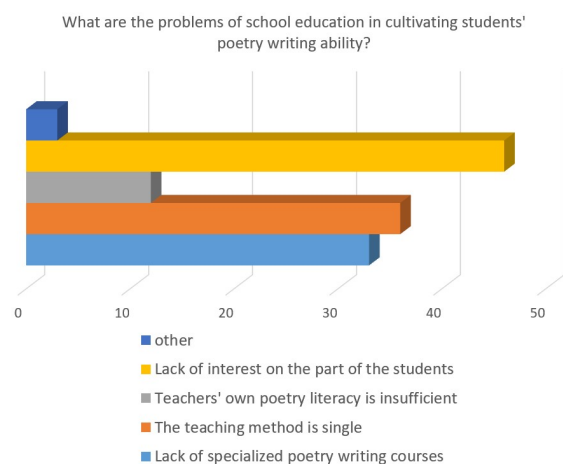


Fig. 2. Statistical results of the question of what are the deficiencies of school education in cultivating students' poetry writing ability.

As shown in Fig. 2, what problems exist in school education in cultivating students' poetry writing abilities? Among them, 33 people thought that there was a lack of specialized poetry writing courses, 36 people thought that the teaching methods were single, 12 people thought that teachers' own poetry literacy was insufficient, and students lacked interest, 46 people, and 3 others.

C. Current Situation Analysis

Through questionnaires, teachers gained a deeper understanding of students' interests, expectations, and learning goals in poetry creation, as well as their existing knowledge and experience. In order to solve the outstanding problems that students generally lack interest in poetry creation due to their lack of understanding of poetry creation, single teaching methods, many theoretical classes, and few practical classes, a 0.5-credit, 8-hour "Introduction to Poetry Creation" course was launched. This is a poetry writing practice class.

III. COURSE TEACHING DESIGN BASED ON OBE CONCEPT

This course is based on the concept of Outcomes-Based Education (OBE). Outcome-Based Education (OBE) emphasizes that instructional design and implementation should be centered on students' expected learning outcomes. The concept of outcome-oriented education has changed the traditional "knowledge-led" teaching concept, and is oriented toward reverse design and forward implementation of teaching based on students' expected ability acquisition. It focuses teaching on "student output" and is based on the engineering education major. The broad background of certification

focuses on cultivating students' innovation, practice and other abilities.

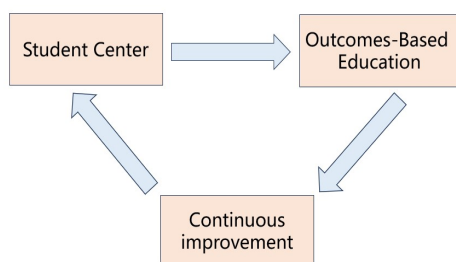


Fig. 3. Description of the OBE concept.

As shown in Fig. 3, the concept of outcome-oriented education profoundly reflects the teaching objectives of the curriculum that start from the needs and determine the needs of the curriculum [7]. Result-oriented education is the process of “reverse design and positive implementation”. The demand is both the starting point and the end point, and then to ensure the consistency of the educational goals and results to the greatest extent, and its “positive implementation” is to start from the demand [8]. The training goal is determined by the demand, and then the graduation goal determines the graduation requirements, and then the graduation requirements determine the curriculum system, and finally to the curriculum link, which is fully in line with the people-oriented cognitive laws and characteristics of modern educational thought [9].

This course has distinct “practical” characteristics, and writing practice is the outstanding feature of this course. The “Introduction to Poetry Creation” course is guided by the OBE concept and in the result-oriented educational practice. The training goal of this course focuses on whether students can write poetry. That is, a simple method is used to teach students to write the simplest verses and complete the introduction to poetry writing.

From this, the learning goals of this course are determined:

- Be able to use “imagery” to express one’s “emotion” and “meaning”;
- Be able to skillfully use the two grafting modes of “A is B and A of B” to practice unfamiliar verses Writing;
- Be able to use the above two methods to write a three-line poem.

IV. TEACHING CASE ANALYSIS

The use of effective writing methods is an important basis for stimulating students' interest in writing and improving students' writing skills. Moreover, the teaching of any writing method or technique must ultimately serve students' writing practice and be reflected in students' writing results. How to enable students to truly internalize writing methods and techniques and truly apply them in writing practice is an important part of testing the effectiveness of teaching.

Examine the teaching of the practical course “Introduction to Poetry Writing”, We can roughly

summarize the basic teaching process as follows: “teaching-writing-evaluating” around the poetry writing process of “conception-searching for images-making words”. So, what do teachers teach? What did the students write again? How do teachers comment on students' homework? Did the entire writing class truly implement the teaching objectives? How effective is classroom teaching? With this question in mind, the author started to analyze from three aspects: the teacher's teaching design, the students' writing results, and the teacher's comments on the students' homework.

A. The Starting Point of Poetry Writing

Listen to the song “I” adapted from Lei Pingyang's poetry, feel the poetry, read and analyze the “meaning” of the poetry. Students practice: think and communicate the meaning they want to express.

B. The Method of Expressing Meaning in Poetry

The method of expressing meaning in poetry: Looking for images.

1) Teach the method

Learn to use “imagery” to express the “meaning” in your heart. “Imagery” is divided into “subjective image” and “objective image”. “Objective imagery is concrete scenery and things. “Subjective imagery” is the projection of inner emotions and the expression of abstract emotions.

2) Student practice

Find images for the “meaning” you want to express. Around the choice of symbols, the character is reinforced. Example: Love: Roses.

C. Write Poetic Lines – Make Words

(1) Teach the method

Take Lei Pingyang's poem “I” as an example. The way poetry and speech are extracted from the poem's line “I am a deaf man living in the deep sea” is grafted. Grafted mode: A is B.

Example:

I am a cripple from a snowy mountain who doesn't want to keep up with the pace of time and flowing water. I am a blind person riding in the clouds, refusing to radiate internal lightning branches. I am a mute wandering outside the wall.

(2) Student Practice: Write poems in A is B mode and A of B mode

(3) Write a review

V. CONCLUSION

The teaching practice of “Introduction to Poetry Creation” is only an introduction to poetry, using the simplest method to write poems, and using the methods of “subjective imagery”, “objective imagery” and “grafting” to hone the language, with the purpose of allowing students to find the confidence to write poetry, break through students' writing barriers, and stimulate students' interest in poetry writing. In the future, the practical course of poetry writing also needs to continue to provide practical courses on the rhetorical techniques,

structure, and rhythm of poetry, constantly update teaching methods, and continue to improve to meet the actual needs of students and write excellent poems.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

X.L. and Z.Y. conducted the research; W.Z. and Z.Y. analyzed the data; X.L. and Z.Y. wrote the paper; all authors had approved the final version.

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