

Research on the cultivation of students' creativity in music activity design course based on OBE concept

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Abstract: This study aims to thoroughly analyze and verify the significant effectiveness of music activity design courses based on the outcomes-based education (Outcome-Based Education, abbreviated as OBE) philosophy in fostering students' creativity. By elaborating on the essence of the OBE philosophy, this study meticulously examines the intrinsic connection between current music activity design courses and creativity cultivation, and proposes a series of course design strategies guided by the OBE philosophy. These strategies not only include setting clear and specific goals for creativity cultivation but also involve building a rich and diverse teaching content system, adopting flexible and varied teaching methods, and implementing comprehensive and in-depth evaluation approaches. The study further explores the profound impact of course implementation on students' creativity enhancement and its significant value, aiming to provide an important reference for the music education field in cultivating students' creativity, combining theoretical depth with practical guidance.

1. Introduction

In today's rapidly changing era, creativity has become an indispensable core goal in education, serving as an inexhaustible driving force for social progress and cultural development. As an essential component of quality education, music education holds unique advantages in inspiring students' creativity. Music not only cultivates students' aesthetic sensibilities and artistic appreciation but also stimulates their innovative thinking and imagination through the processes of creation, performance, and appreciation. However, traditional music education often focuses on the transmission of music theory and skills, while to some extent neglecting the deep exploration and meticulous cultivation of students' creativity. In recent years, the OBE educational philosophy has emerged as a new force, offering fresh perspectives and pathways for innovating music activity design courses. The OBE philosophy centers on students' learning outcomes, requiring educators to first clearly define these goals and then carefully plan teaching content, methods, and evaluation approaches around them. This philosophy profoundly reveals the essence and purpose of education, helping to fully tap into students' creative potential and significantly enhance their creativity. Therefore, this study aims to explore the practical effects of OBE-based music activity design courses in fostering students' creativity, with the hope of providing valuable insights and references for the field of music education.

2. In-depth analysis of OBE concept

The OBE philosophy, or Outcomes-Based Education, is a new educational model centered on students, emphasizing their learning outcomes. It requires educators to first establish clear and specific learning objectives, which are the ultimate abilities and competencies that students should achieve after completing a course or project. Subsequently, educators must scientifically design teaching content, methods, and evaluation criteria around these goals to ensure that students gradually accumulate and ultimately possess the necessary skills and qualities. The core of the OBE philosophy lies in "reverse design," which involves deriving teaching content, methods, and evaluation standards from the final learning outcomes [1]. This design approach closely aligns education with societal needs and individual student development, fostering innovative thinking and practical skills in students. In music activity design courses, the OBE philosophy can guide students to clarify their learning objectives, stimulate their interest and motivation, thereby enhancing their creativity.

3. Analysis of the correlation between the current situation of music activity design curriculum and creativity cultivation

At present, there are many limitations in the teaching content, teaching methods and evaluation mechanism of music activity design course, which restricts the full development of students' creativity to a certain extent [2].

In terms of teaching content, traditional music activity design courses are often limited to the transmission of music theory and skills, lacking in-depth inspiration and expansion for students' innovative thinking. Students passively receive knowledge, lacking opportunities for active exploration and innovation, leading to monotonous and unoriginal teaching content, which fails to stimulate students' creativity [3].

In terms of teaching methods, traditional music activity design courses focus primarily on teacher lectures, with limited opportunities for student active participation and exploration. Teachers often emphasize the transmission of knowledge and skill training, while neglecting the cultivation of students' innovative thinking and creativity. This teaching approach fails to stimulate students' interest and motivation in learning, and is also detrimental to the enhancement of their creativity [3].

In terms of evaluation mechanisms, traditional music activity design courses often focus on outcome-based assessment, overlooking the creative generation and development of students during the learning process. Evaluations are primarily based on students' works or grades, lacking in-depth assessments of their thought processes and creative expression during the creation process. This evaluation method fails to comprehensively reflect students' levels of creativity and is not conducive to fostering their creative abilities [4].

Therefore, the current situation of music activity design courses restricts the full development of students' creativity to a certain extent. In order to change this situation, it is urgent to introduce OBE concept for reform to stimulate students' creativity and improve their creative level [5].

4. Construction of music activity design curriculum strategy based on OBE concept

In order to effectively enhance students' creativity in music activity design courses, this study puts forward a series of curriculum design strategies based on the OBE concept, aiming to provide students with a creative and challenging learning environment [6].

4.1 Clarify the course objectives with creativity enhancement as the core

According to the OBE concept, the first step is to define the creative development goals of the music activity design course. These goals should be specific, measurable, and accurately reflect the significant improvement in students' creativity [7]. For example, the following course goals can be set:

1) Innovative music creation ability: Students can independently or cooperatively create music works with novelty, uniqueness and artistic value, showing rich creativity and profound artistic perception.

2) Unique ability to plan and organize music activities: Students can plan and organize creative, attractive and influential music activities, showing excellent planning ability and organizational coordination ability.

3) Ability to combine and express music elements in a novel way: Students can skillfully use music elements to creatively combine them, and present new music works with unique musical style and expressiveness.

These clear curriculum goals provide a clear direction for subsequent teaching activities, which help to stimulate students' creativity and innovative thinking and promote their all-round development [8].

4.2 Build a diversified and creative teaching content system

In order to broaden students' musical vision and provide rich creative materials, it is necessary to build a diversified and creative teaching content system. This includes the following aspects:

1) Integrating Diverse Music Cultures and Styles: Delve into the rich resources of world music and modern musical genres, introducing creative concepts and performance forms from different cultural backgrounds. This allows students to engage with and understand a variety of musical styles and compositional techniques. It helps to stimulate their cross-cultural communication skills and innovative thinking, fostering both a global perspective and a sense of local identity.

2) Add Music Composition Practice Projects: Set up a variety of practical projects such as music composition and arrangement to help students develop innovative thinking and creative skills through practice. By engaging in these projects, students can experience the joy and challenges of creation firsthand, continuously tap into their creative potential, and enhance their overall creativity.

3) Introducing Musical Technology Elements: Closely integrating modern technological means, such as digital audio processing and music production software, allows students to incorporate technology into their musical creation and activities, expanding their creative space and expressiveness. This helps cultivate students' technological literacy and innovation capabilities, promoting the deep integration and development of music and technology [9].

4.3 Adopt flexible and creative teaching methods

In order to stimulate students' creativity, flexible and inspiring teaching methods are needed. This includes the following aspects:

1) Project-Based Learning: Assign immersive, holistic music activity design projects, empowering students to collaborate in groups and engage deeply in every stage. From initial creative conception and strategic planning to dynamic implementation and culminating presentations, students navigate a complete artistic journey, cultivating robust teamwork, creative problem-solving, and innovative thinking. Through the implementation of project-based learning, students can delve deeper into the mysteries and challenges of music creation, continuously tapping into their creative potential.

2) Heuristic Teaching: By setting open-ended music questions and analyzing musical context cases, heuristic teaching methods guide students to think independently and explore various musical solutions. This helps stimulate students' innovative thinking and imagination, fostering their problem-solving skills and critical thinking. Through the guidance of heuristic teaching, students can continuously broaden their musical horizons and creative ideas.

3) Scenario Simulation and Role-playing: In music activity design courses, methods such as scenario simulation and role-playing can be employed to allow students to unleash their creativity and enhance practical skills in simulated scenarios. Through the implementation of scenario simulation and role-playing, students can experience the charm and challenges of music creation firsthand, continuously improving their level of creativity.

4.4 Establish a comprehensive and process-oriented curriculum evaluation system

In order to comprehensively evaluate the development of students' creativity, it is necessary to establish a curriculum evaluation system focusing on the process. It includes the following aspects:

1) Immerse yourself in tracking formative growth: Vigorously cultivate students' creative sparks, proposal evolution, and collaborative synergy throughout music activity design. Offer tailored guidance through dynamic classroom observations, vibrant group dialogues, reflective self-appraisals, and peer feedback circles, delivering timely, actionable feedback that empowers students to continuously refine and elevate their artistic capabilities. This helps cultivate students' ability for self-reflection and continuous improvement.

2) Implementing diversified evaluation: Employ a multifaceted array of assessment techniques—such as work displays, oral presentations, and written reports—to holistically assess students' creative capabilities through diverse lenses. This can ensure the objectivity and fairness of the evaluation and provide students with diverse display platforms and opportunities.

3) Introducing Peer Evaluation and Self-Reflection: Empower students to actively participate in thoughtful peer evaluations, introspective self-reflections, and constructive summarization of learning experiences. This helps students recognize their strengths and weaknesses, and stimulates their motivation for continuous improvement and innovation. Through the implementation of peer evaluation and self-reflection, students can continuously enhance their creativity and overall competence.

5. Course implementation effect and far-reaching significance

By implementing teaching reforms based on the OBE philosophy in music activity design courses, students have made significant progress in multiple aspects related to creativity. These achievements not only enhance students' creative literacy in the field of music but also lay a solid foundation for their future careers in music education, music composition, and related fields.

5.1 Students' creativity has been significantly improved

After implementing the OBE philosophy in music activity design courses, students' musical works have become more innovative and unique, with activities that are more appealing and impactful. Students can skillfully apply their knowledge and skills to creatively combine and innovate expressions, showcasing distinctive musical styles and performance abilities. At the same time, through teamwork, students better leverage individual creativity and promote the integration of team ideas, fostering a positive creative atmosphere and collaborative spirit.

5.2 Model of music education curriculum reform

This study provides a practical model and valuable experience for the reform of music education curricula. By introducing the OBE concept and comprehensively reforming and innovating music activity design courses, including clarifying course objectives, building a diversified teaching content system, adopting flexible and varied teaching methods, and establishing a comprehensive evaluation system, it offers beneficial references and insights for other music education curricula. These reform measures help promote the continuous development and improvement of music education in fostering students' creativity.

5.3 Promoting the innovative development of music education

This study not only enhances students' creativity but also promotes the innovative development of music education. By introducing the OBE concept and reforming course content and methods, music education places greater emphasis on the individual development and innovation capabilities of students. This helps cultivate music talents with innovative thinking and practical skills, infusing new vitality and momentum into the future development of music education. At the same time, this research provides rich theoretical support and practical guidance for the field of music education, making a positive contribution to the prosperity and development of music education.

In summary, the music activity design course based on the OBE philosophy has shown significant effectiveness in fostering students' creativity. By clarifying course objectives, constructing a diversified teaching content system, adopting flexible and varied teaching methods, and establishing a comprehensive evaluation system, these strategies can effectively stimulate students' creativity and enhance their creative abilities. These achievements not only lay a solid foundation for students' future career development but also provide valuable insights and references for the reform and innovation in music education.

6. Conclusion

This study delves into the core essence of the OBE philosophy and systematically explores its practical value in fostering students' creativity through music activity design courses. The research findings indicate that course design based on the OBE philosophy can effectively transcend the limitations of traditional music education. By setting clear goals oriented towards creativity, constructing diverse teaching content, employing flexible teaching methods, and implementing a process-oriented evaluation system, it significantly enhances students' innovative thinking and practical skills. Specifically, students demonstrate stronger creative expression abilities in areas such as music composition, event planning, and interdisciplinary integration, and the curriculum reform provides replicable innovative models for music education. However, this study still has limitations, including a limited sample size and insufficient long-term effect tracking. Future research could further expand the scope of subjects, deepen the cross-cultural integration of the OBE philosophy with music education, and provide more comprehensive theoretical and practical support for innovation in music education.

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