

DEVELOPMENT OF THE OBE TALENT MANAGEMENT MODEL OF A TRAINING PROGRAM MANAGEMENT ON THE PROJECT-BASED TEACHING-LEARNING METHOD FOR LANDSCAPE DESIGN STUDENTS AT HUBEI ENGINEERING UNIVERSITY, CHINA

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ABSTRACT

Landscape design education confronts critical challenges in reconciling pedagogical approaches with industrial requirements and cultivating professional competencies. This study develops an Outcome-Based Education (OBE) talent management framework specifically adapted to project-based instructional approaches for landscape design majors at Hubei Engineering University. The study establishes a systematic alignment mechanism between curriculum objectives, instructional implementation, and assessment strategies to ensure congruence with predefined learning outcomes, thereby enhancing educational quality. Employing mixed-methods research design, this investigation integrates structured focus groups, comparative curriculum analysis, independent samples t-tests, and learning outcome achievement evaluations. Empirical results demonstrate the model's efficacy in clarifying educational benchmarks, advancing learner-centered pedagogy, and maintaining assessment-competency consistency. The research contributes an operationalized OBE implementation framework for design disciplines, providing both theoretical advancement in competency-based education and actionable recommendations for curriculum optimization in applied arts programs.

Keywords: Landscape Design, OBE Management Model, Project-Based Teaching, Effectiveness Verification, Training Program

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