

Exploration of Mixed Teaching Reform of Film and Television Advertisement Design Course based on SPOC

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Abstract

Based on the development foundation of SPOC, many new ideas and educational models have been initiated in the field of education to improve the teaching effect. Exploring and trying the mixed teaching model in the course of film and television advertisement design is in line with the law of development of things, and it is of great value and practical significance to improve the teaching quality of this course. This paper focuses on several aspects of constructing the mixed teaching mode and the details of perfecting the teaching mode. From the teaching level and the examination level, this paper puts forward some new thoughts on the mixed teaching reform of the core curriculum of visual new media major.

Keywords

SPOC (small private online course), film and television advertising, mixed teaching.

1. Introduction

Film and television advertisement design is a comprehensive core course of visual new media major. The purpose of this course is to enable the students of this major to master the theoretical knowledge of film and television advertising, learn advertising copy creation and basic film and television advertising shooting methods, and be able to engage in film and television advertising planning and creation of composite applied talents. Sudden outbreak in 2020 changed the traditional mode of teaching, according to China's Ministry of Education initiative "suspended classes taught, not suspended", also in order to comply with the "+" Internet age teaching subject, teaching resources and teaching media elements such as the change and development of colleges and universities in the process of teaching reform, gradually groping towards "online" and "offline", the combination of traditional face-to-face built by building situation, interaction, experience and reflection of deep learning field, to enhance students' autonomous learning awareness, cultivate the spirit of innovation, improve the practice ability, get twice the result with half the effort.

SPOC is a smaller, customized course. This online course is for our students only and students can complete the corresponding chapters online every week under the guidance of the classroom. Offline teachers return to the traditional classroom and conduct face-to-face teaching with students. Students are required to complete online homework before class every week, and then present it in the traditional classroom. Students are required to discuss and evaluate each other's homework.

As a core course, the course of film and television advertisement design needs a lot of practical participation in the whole teaching process. The process of film and television advertisement shooting by students in the later stage is also an interactive process of teamwork. The teaching process of the whole course complies with the practice process of SPOC flipped classroom, so the mixed teaching reform based on SPOC is an inevitable and necessary process.

2. Some Deficiencies in the Teaching of Film and Television Advertisement Design

Film and television advertisement design is the core teaching content of visual new media major, which plays a role of connecting the preceding and the following. For example, "infographic design", "film and television appreciation" and "film and television post-production" in the early learning are its pilot courses. In recent years, the traditional teaching process of film and television advertisement design mainly focuses on theoretical teaching in the early stage, completes the study of some basic courses and professional courses, and in the later stage, takes the self-prepared film and television advertisement creation as training mode. But at present SPOC flip classroom and existing rich online teaching resources, the traditional teaching mode has far cannot satisfy the practical strong, film and television advertising design course teaching effect, students' learning initiative and enthusiasm is not too high, and after learning also did not achieve mastery through a comprehensive, specific mainly the following deficiencies:

2.1. Not Got Rid of the Influence of Traditional Teaching Mode, not Formed a New Teaching Mechanism

Most of the film and television advertisement design teaching is still in the traditional classroom teaching is given priority to, combined with actual project is less, students in the process of learning is still the old since the proposition design practices in the examination, leading to the final course is still independent of the actual practice, everything from the industry market application design is meaningless talk. Part in the process of practice teaching course in late homework will be through the actual project proposition design, integration of the model is still not out of the teachers "teaching" and students "learning" of the traditional teaching form, still with the teacher as the center, with teaching is given priority to, is still not fully realize the interaction between teaching and learning, inevitably have students can not complete the study consciously, not to take an active part in practice after class.

2.2. Difficult to Guarantee the Teaching Quality by Relying on the Traditional Self-parody Training

As a practical art design teaching, the effect display of course work is not only of great significance to the test of teaching effect, but also a test method for students to complete a core course, which is also an excellent way to enhance students' learning confidence. In the existing film and television design courses, the creative mode of optional subjects tried in the teaching process has a certain limited encouraging effect on students' learning initiative, but due to the limitation of production resources, there is a lack of effective way of teaching time. This disconnect between theory and practice leads to students' ability and quality after class being completely unable to adapt to the development of the digital era and the information society, and their vision and communication ability are limited. In art college teachers and students, have the ability in the process of film and television advertisement design both its artistic quality and aesthetic, but its training process must be combined with actual project implementation, as far as possible in the process of teaching to improve the effect of the combination of theory and practice, and to avoid a large number of excellent film and television advertisement script proposal only stay on phase "hollow" theory.

2.3. The Course Teaching is Unitary and Does not Suit the Students' Professional Characteristics

Traditional teaching mainly focuses on a course or a knowledge point, but does not take prerequisite course and concurrent course into consideration as a whole. In the teaching of the whole major, it also fails to adapt to the uniqueness of students majoring in visual new media

and the characteristics that students are good at perceptual thinking and like doing things. Therefore, it is impossible to comprehensively cultivate students' comprehensive abilities such as humanistic quality, artistic accomplishment and aesthetic ability. In a sense, this is not only the failure of the teaching effect of the course, but also the disadvantage of the long-term development of the teaching of the curriculum.

3. Construction of SPOC Mixed Teaching Mode

According to the above problem, based on the SPOC trying to play a new visual media majors in micro video production of professional expertise, three-dimensional interactive through reverse course and micro teaching reform practice, the vision of new media teaching and explore the flip of class and small class teaching, and on this basis, set up three main body and three periods, three chain, turn a circle and three-dimensional interactive classroom teaching mode. The whole mixed teaching mode is constructed mainly on the basis of the course teaching content, course objectives, teaching activities, teaching environment, assessment requirements and target classification, and forms the mutual influence relationship. (Figure 1)

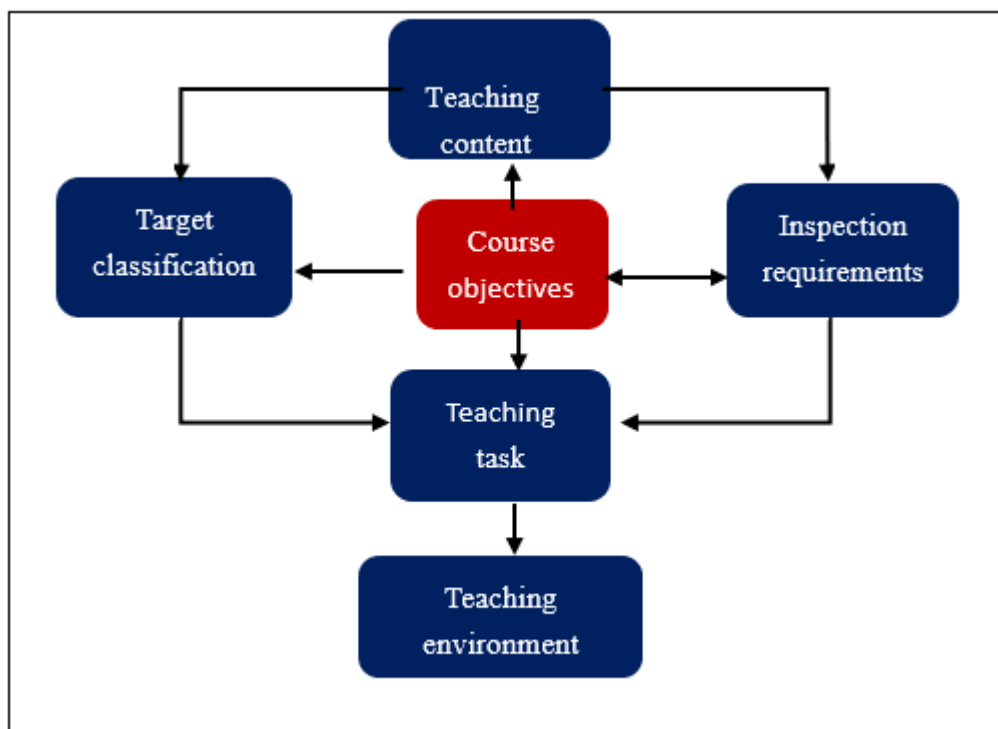


Figure 1: The foundation of mixed teaching

3.1. Construct Three Teaching Subjects

In the former teaching mode, there are two subjects: teaching and learning. The subject of "teaching" is the teacher and the subject of "learning" is the student. We can try to decompose and reconstruct the identity of visual media art majors, and give them the identity of "teaching" in addition to the identity of "learning". Of course, these two identities cannot be matched with students of one grade at the same time, but are relatively separated and assumed by two subjects, namely, senior students assume the identity of "teaching" and junior students assume the identity of "learning", thus constructing the three teaching subjects of senior students, junior students and course teachers. Under the background of the change of subject identity, students will also get rid of the fixed learning mode that only relies on theoretical teaching to understand thinking, force students to learn knowledge according to the practical industrial development and market demand, and help students to form independent ways of thinking and

learning interests. Adjust the time in and out of class based on actual cases, transfer the initiative of learning from teachers back to students, take students as the center, make learning more flexible and active, and enhance the participation in learning.

3.2. Construct Three Teaching Periods

According to the general mode of flipped classroom, flipped classroom for visual new media majors is focused on the construction of three teaching periods. The first stage is the pre-class stage, in which students make and learn micro-videos in combination with digital media to prepare for the course. The second stage is the in-class stage, in which three teaching subjects evaluate the teaching effect and give the assessment scores respectively. Later, valuable exercises and practical lessons will be extracted in the form of papers or other forms. On teaching middle school students' innovation cooperation, set up the mechanism of division of labor cooperation mechanism and the team, give full play to the potential of each student, and according to different students encountered problems in the process of film and television advertisement design targeted, one-on-one help students to seek the best solution to solve the problem and form the relatively independent lights and integration of product design consciousness. By referring to the existing practical experience and taking the practical as the starting point, we should reform the teaching, enrich and perfect the teaching materials, improve the teaching quality and practicality, and maximize and prolong the teaching and scientific research quality of the course.

3.3. Construct Three Teaching Chains

Three chains are constructed by connecting the relationship of each grade from freshman year to senior year in the three teaching periods. The first chain is to construct a micro-course making chain in the pre-class stage. Senior students make micro-video courseware for junior students, junior students make micro-video courseware for sophomore students, and sophomore students make micro-video courseware for freshman students. The second chain is to construct a guidance chain in the class stage, which is similar to the first chain. The senior students guide the junior students in the class stage. The third chain is to construct a scoring chain after class, which is divided into two directions. One is for the higher grades to grade the classroom learning of the lower grades, and the other is for the lower grades to grade the quality of the higher grades' micro-courseware.

After conditions are ripe, can timely to three chain is perfect for the closed loop, namely the increase in three chain big pair of senior micro class, class instruction, after-school score (including senior year of freshman micro video quality score), build the end to end, grade four class, guiding the closed-loop, score closed-loop, including grading closed-loop also divided into two directions.

3.4. Construct a Teaching Center

In this teaching mode, students' self-study and guidance step by step are emphasized, and students' main position of "teaching" and "learning" is highlighted. Only by constructing a teaching system with teachers as the center can we ensure the smooth operation of flipped classroom and mixed interactive teaching mode for visual new media major. Existing film and television advertising design course assessment based on the traditional way of free choice design, its great flexibility has also led to some students in the design of advertising regardless of the market and industry status quo, only the pursuit of modelling of visual form, for the late effect of advertising and marketing effect considered is insufficient, the final design results float to the surface, there is no practical significance. According to the current situation, it can be created by combining course exercises with some existing teachers' actual projects or school video documentary shooting requirements. In the teaching of film and television advertisement design, the innovation atmosphere should be cultivated, so that students can form the habit of

innovation and improve their interest in innovation, carry out innovation guidance and innovation education, assign students innovation homework combined with practice, and provide them with more topics that can reflect their innovation ability in the examination and assessment. We should break the performance evaluation method that only looks at the score but does not look at the quality, and cultivate talents with good team comprehensive quality to meet the needs of modern social development and enterprise talents.

4. The Improving of Mixed Teaching Mode of Film and Television Advertisement Design

At present, the traditional teaching mode of the course of film and television advertisement design focuses on the theoretical teaching of teachers and the students' independent contact with the superficial level. If the design of the new mixed teaching mode takes the rich online teaching resources and the actual offline project as exercises, and relies on the promotion of local tourism and cultural resources, the development and promotion of professional teaching and scientific research can be achieved, and the teaching effect of film and television advertisement design course can also be maximized. According to the lack of teaching of film and television advertising courses, the mixed teaching mode can be improved from two aspects:

4.1. Teaching Level

Teachers are required to release the learning task announcement and teaching unit content of the TV advertisement design course to students through the online teaching platform before class. The learning task announcement contains the learning objective, learning task and grading method, while the teaching unit content contains the class period content, in-class test and unit homework. Students are required to understand the learning objectives and requirements of the film and television advertisement design course through the online teaching platform before class, and complete the learning of the teaching unit content, unit homework and in-class test. Students can put forward their own questions in the course learning process and post their own learning experience in the discussion area of the platform. Teachers and other students can answer the questions and put forward their own learning experience.

Unlike traditional classroom teaching is the teacher in class will only use small part time briefly carding the time course of knowledge points, along with the interpretation of the students in the class stage has a high error rate in the test (data) provided by platform statistics, knowledge points, then adopts the most class time with students to discuss the difficult point of course, pay attention to on the cultivation of the ability of students' autonomous learning and cooperative learning ability. The methods of discussion can be diversified. Students can put forward questions one by one and discuss with teachers face to face. Teachers can also put forward discussion topics to students' groups to guide group members to analyze and solve problems. At the end of the course, the teacher makes a summary according to the overall situation of the class. Then, in class, students should carefully listen to the teacher to sort out the knowledge points and easily confused points of the course, and should take the initiative to put forward the problems encountered in the course study, humbly ask teachers and classmates for advice, and actively participate in the main discussion with teachers and the team, learn to analyze and solve problems.

4.2. Assessment Level

The assessment stage mainly consists of two parts: curriculum development and test evaluation. Curriculum development is mainly by the teacher to the student individual through online teaching platform or study groups to issue the final expansion of film and television advertising design course information, can help students expand the depth and breadth of the course

content, widen the space of thinking, to cultivate students' autonomous learning ability, collaborative learning and inquiry learning ability, knowledge internalization effectively. The test evaluation is mainly completed by the students on the online teaching platform for the knowledge and ability test of the course. The teacher evaluates the learning effect of the students and evaluates the students according to the test results. However, the evaluation method is no longer only based on test scores, but also based on the online platform landing time, online platform learning, offline classroom learning, online evaluation before class, participation in group activities and attendance, final and regular exams.(shown in figure 2), such as students' online platform to "regulation limitation to finish teaching video, film and television advertising study, actively participate in the BBS and interactive online platform high quality" available "50 to 60 points", on the other hand, the student's online learning platform is not able to "within limitation prescribed courses teaching video lower than 60%, did not participate in the BBS or poor quality of interactive online platform" only "10 points below". The evaluation of online platform landing time, online platform learning, offline classroom learning, online evaluation before class, participation in group activities and other aspects reflecting learning attitude and learning situation are collectively referred to as process evaluation.

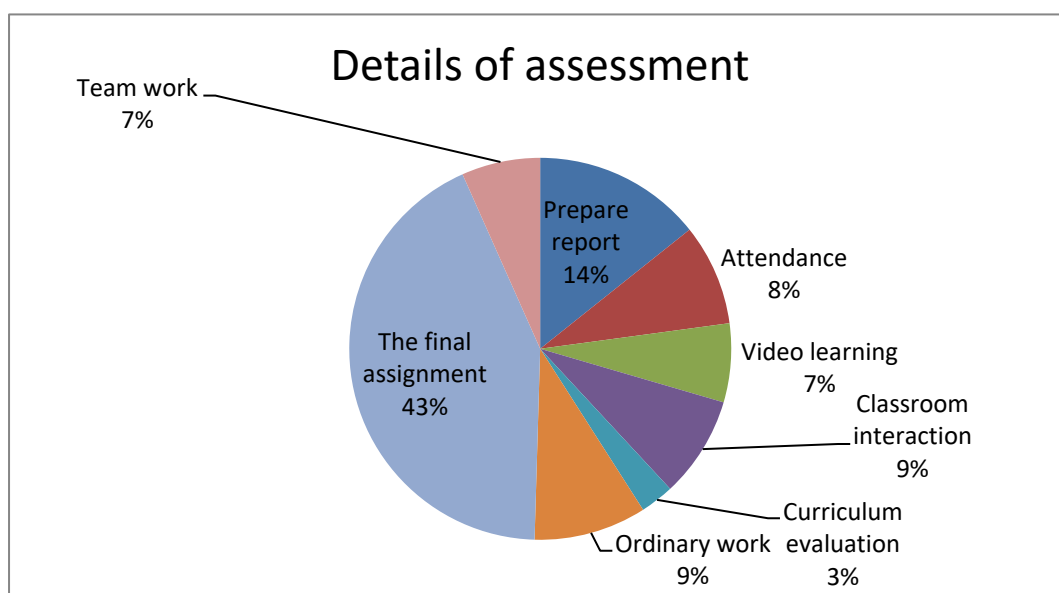


Figure 2: Details of assessment

5. Conclusion

Compared with traditional classrooms, SPOC hybrid teaching mode has unique advantages. Its private, customized and high-quality tutorial teaching philosophy enables students to reduce learning pressure, avoid boring teaching content, increase learning enthusiasm, improve students' learning efficiency and achieve better teaching effect. However, due to the fact that flipped classroom teaching has significantly reduced offline class hours, students generally report that their learning autonomy is not strong, the use of online platforms is not timely, homework is in arrears and other problems, so teachers' guidance and supervision are indispensable. In addition, to ensure the effective implementation of mixed SPOC teaching, high-quality teaching videos, homework design, assessment methods, etc., should also be completed, and the online and offline course contents that can be effectively implemented should be designed according to the students' level. Therefore, in theory, the mixed teaching mode can effectively solve the existing problems of the course of film and television

advertisement design, but in practice, a lot of preparatory work needs to be done, and the teaching details of the mixed teaching course design should be further improved.

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