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Innovative and Practical Research on the Teaching Mode of New Media Operation Course in Drama, Film and Television Art Design Major

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Abstract: The rapid development of new media has prompted the major of drama, film and television art design to innovate the teaching mode of new media operation courses, aiming to cultivate compound talents who are proficient in both the profession and new media operation. At present, the curriculum system generally introduces new media elements, adopts diversified teaching methods such as project-based, case teaching, and flipped classroom, emphasizes practical operation and innovative thinking, deepens school-enterprise cooperation, and provides internship and training opportunities. However, the contradiction between teaching objectives and industry needs, the construction of teaching staff, the gap between students' skills and industry expectations, and psychological challenges still exist. In order to solve these problems, the dual-teacher teaching system was implemented, and industry experts were introduced to teach together with teachers in the school. Project-based teaching allows students to grow in actual combat, the competition mechanism enhances learning motivation, the new model of school-enterprise cooperation provides a practical platform, and the course content is dynamically adjusted to adapt to industry changes. It is necessary to optimize students' continuous learning motivation, the coherence of teaching content, the fairness and professionalism of competition design, and the coordination of cross-disciplinary cooperation, in order to cultivate high-quality talents that are more in line with the needs of the new media era.

Keywords: New media; Operation; Teaching; Drama, film and television art design; Talent training

1. Introduction

With the rapid development of Internet technology, Internet-based media forms, such as social media and video platforms, have gradually become the core channels for information dissemination and commercial marketing. The rise of new media has not only changed the traditional information dissemination model, but also created new employment opportunities. The broad development space and prospects shown by the new media market have led to an increasing demand for new media operation talents, which has directly promoted the reform and development of new media operation teaching in colleges and universities.

The major of Drama and Film Art Design is designed to provide a solid foundation for new media companies, film and television crews, art performance groups, etc. It aims to cultivate applied and innovative talents with solid basic knowledge of drama and film art design, creative thinking, basic skills and practical ability, who can engage in film and television art design, stage art design, drama and film makeup, character image design and other work in related units.

The cultivation of new media operation talents has become an important task of our major. The cultivation of compound talents is inseparable from effective teaching strategies and methods. It is a general trend to find a new media operation teaching model that is suitable for the current new media background and is in line with our major.

2. Analysis of the current teaching status of new media operation courses

The current status of new media operation course teaching in colleges and universities shows obvious trends and challenges. The emergence of new media has broken the status quo of the traditional media industry, and has presented new requirements for the ability of talents. In addition to the original ability requirements, they need to have "network sense" and operational thinking, and be able to use AI tools. The following is an analysis of the current status of new media operation teaching:

2.1 Popularization of new media operation courses

Take Nanjing University of Media and Communication as an example. Previously, only the broadcasting and e-sports majors had professional courses related to live broadcasting. Now, all majors in the school are actively adjusting their curriculum systems and introducing

courses related to new media operations to meet the industry's demand for new media talents. These courses often cover multiple aspects such as the operation strategy of new media platforms, content creation, data analysis, user interaction, etc., aiming to cultivate students' comprehensive abilities in the new media environment.

2.2 Diversification of teaching modes

Teaching models such as project-based teaching, case teaching, and flipped classrooms are widely used in new media operation courses. These models emphasize practical operations and student-initiated learning, which help improve students' innovation capabilities and practical skills.

2.3 Deepening of school-enterprise cooperation

The cooperation between universities and enterprises is becoming increasingly close. Through co-construction of courses, internship and training bases, project cooperation, etc., students can learn and practice in real projects, which enhances the practicality and pertinence of teaching.

2.4 Challenges and Problems

2.4.1 The contradiction between course teaching objectives and industry needs

Professional courses are based on professional teaching, and their purpose is to conduct professional teaching and improve students' professional level. The industry is business-oriented, and its purpose is economic benefits. Although the two have some common parts, they are contradictory in their fundamental purpose. How to unify teaching objectives and enterprise needs is a major challenge currently faced.

2.4.2 Construction of teaching staff

New media operation is a highly dynamic and rapidly updated field. It is difficult for full-time teachers in our school to be competent, and it is also very difficult to train them in a short period of time. Industry personnel lack teaching experience and have no systematic knowledge system.

2.4.3 The gap between students' skills and industry expectations

Even after professional training, companies lower their commercial requirements. There is still a gap between students' skill levels and industry expectations, which requires colleges and universities to pay more attention to the cultivation of practical skills and the improvement of professional quality in teaching.

2.4.4 Students' psychological problems

In the early stage, students are very interested and enthusiastic about learning. After in-depth study, it is found that the new media industry involves a wide range of fields, the industry is segmented, and the professional requirements are high. They will feel afraid of difficulties and find it difficult to carry out long-term training and make significant progress.

3. Innovative Practice of New Media Operation Course Teaching Mode

New media operation teaching should take this major as the starting point, emphasizing the cultivation of talents with new media capabilities. Under the background of new media, the development of new media operation teaching of drama and film art design major can be carried out from several aspects such as training objectives, faculty, and teaching methods. The details are as follows:

3.1 Dual-teacher teaching and innovative teaching content

In order to train front-line teachers, we need to fully adjust the management mechanism and send teachers of this major to the industry for learning. At the same time, we should introduce industry experts into the classroom to prepare lessons and teach together with teachers in the school to give full play to their respective advantages. It is very necessary to implement the dual-teacher teaching system, especially for courses like new media, which are updated quickly and the industry changes greatly. It is difficult to introduce the latest knowledge into the classroom using the traditional teaching model.

In terms of teaching content, it should focus on the core content of the major rather than the new media industry, which can easily lead to a wide range of content but lack of professionalism. Taking the image design direction as an example, after understanding the characteristics of the live broadcast industry, students should conduct in-depth research on character modeling design and explore how to increase GMV through character modeling design.

3.2 Project-based teaching

Project-based teaching is a teaching model that is student-centered and based on actual projects. It aims to promote learning by solving real problems. In teaching, our major tries to use the products that companies are selling as cases, and let students work in groups. Students clearly divide the work to formulate operation strategies, determine the content of creation, and analyze data. This process not only exercises

students' practical operation ability, but also cultivates teamwork, innovative thinking and problem-solving ability.

3.3 Learning by Say

In order to improve the teaching effect of the new media operation course and enhance students' enthusiasm for learning. Competition is an effective means of promotion. We professionally organized the Jiangsu Advertising Association Lemeya Design Competition. Students participated in the competition through short video shooting and photography, and published their works on platforms such as Xiaohongshu and Douyin. In the end, the scores were based on professionalism and playback volume. Through the competition, students can apply what they have learned in actual combat, improve their practical ability and innovative thinking, and learn to create based on platform traffic logic.

Finally, industry experts provide comments and guidance to help students summarize their experiences and identify deficiencies, thereby further improving the teaching quality and students' professional level.

3.4 New model of school-enterprise cooperation

Our major has established practice bases with many companies. We have formed an effective model of pre-live broadcast room + holiday internship + graduation internship. We have established a pre-live broadcast room on campus to facilitate students to practice. We have reduced the impact of traffic and safety, and industry personnel have provided remote assistance in operational guidance. We have used the second classroom to allow students to participate in internships and create short videos. We have staged internships in companies during the winter and summer vacations.

3.5 Dynamic Adjustment

According to the development trend and latest technology of new media industry, the course content is updated regularly to ensure that the teaching content is always in line with the forefront of the industry. At the same time, it breaks down professional barriers and integrates with majors such as directing, drama, photography, and broadcasting.

4. Reflection on the teaching model of new media operation courses

After one semester of teaching, we found that it is difficult for students to maintain their enthusiasm for learning for a long time. Objectively, they have other courses to take into account and it is difficult to devote all their energy to studying one course. The courses are relatively scattered and the learning process is long. The duration should be shortened and the weekly class hours should be increased.

It is necessary to coordinate the cooperation between teachers in the school and industry experts to ensure the consistency and coherence of teaching content. Because many experts in different sub-fields are involved, participation and continuity are also a problem.

The design and organization of the competition needs to take into account fairness and diversity, ensuring that every student has the opportunity to demonstrate their abilities and avoid neglecting professionalism. Post-match feedback is also very important to help students summarize their experiences and lessons.

Cross-disciplinary collaboration and coordinating the course arrangements and teaching objectives of different majors are somewhat difficult, but this problem can be solved relatively easily through graduation projects.

5. Conclusion

The innovative practice of new media operation courses has achieved remarkable results in the major of drama, film and television art design. Through dual-teacher teaching, project practice, competition incentives and in-depth cooperation between schools and enterprises, it not only strengthens students' professional skills, but also improves their innovation ability and industry adaptability. However, there are still challenges in teaching, such as maintaining students' enthusiasm, course coherence and cross-disciplinary integration. In the future, it is necessary to further optimize the course setting, strengthen continuous support, and promote multidisciplinary cross-border, so as to better cultivate compound talents that adapt to the needs of the new media era.

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