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The Practical Path and Effectiveness Evaluation of "Project-based Teaching" in Animation Creation Courses in Colleges and Universities

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Abstract: The purpose of this thesis is to discuss the practical path and effect evaluation of "project-based teaching" in animation creation courses in colleges and universities. By analysing the connotation and characteristics of project-based teaching, combined with the teaching needs of animation creation courses in colleges and universities, it elaborates on the specific implementation steps of project-based teaching in the courses, including project selection, team formation, process management and other practical paths. At the same time, a scientific and reasonable effect evaluation system is constructed to evaluate students' professional ability improvement, learning motivation, teamwork and other dimensions. The study shows that project-based teaching can effectively improve students' practical ability and comprehensive quality of animation creation, and provide useful reference for the teaching reform of animation creation courses in colleges and universities.

Keywords: Project-based teaching; College animation creation course; Practice path; Effect evaluation

1. Introduction

With the booming development of the animation industry, the market demand for animation professionals is growing, and higher requirements have been put forward for the practical ability and innovation ability of talents. Colleges and universities as an important base for training animation professionals, the teaching quality of its animation creation course directly affects the effectiveness of talent training. The traditional teaching mode to a certain extent, there is a disconnect between theory and practice, students' enthusiasm for learning is not high, innovation ability cultivation is insufficient and other problems, it is difficult to meet the needs of the industry development. Project-based teaching is based on actual projects and emphasises students' learning and exploration in practice, which can effectively make up for the shortcomings of the traditional teaching mode and provide new ideas and directions for the teaching reform of animation creation courses in colleges and universities. Therefore, it is of great theoretical and practical significance to study the practical path and effect evaluation of "project-based teaching" in college animation creation courses.

2. The connotation and characteristics of project-based teaching

2.1 Connotation of project-based teaching

Project - based Learning (PBL) is a student-centred teaching method, which closely integrates learning with actual projects and allows students to actively acquire knowledge, skills and experience in the process of completing projects. In project-based teaching, the teacher is no longer the direct transmitter of knowledge, but plays the role of guide and organiser, guiding students to conduct independent inquiry, teamwork and problem solving around the project theme. Students participate in the research, planning, design, production and other aspects of the project, the comprehensive use of knowledge, improve the ability to solve practical problems, and develop innovative thinking and teamwork.

2.2 Characteristics of project-based teaching

Project-based teaching is characterised by authenticity, comprehensiveness, autonomy and practicability. Authenticity is reflected in the project from real life or industry needs, so that students can learn and practice in a real situation, and enhance students' ability to apply professional knowledge and knowledge of the industry. Comprehensiveness requires students to comprehensively use multi-disciplinary knowledge and multiple skills to complete the project, cultivating students' comprehensive literacy and interdisciplinary thinking ability. Autonomy emphasises the students' main position in the project, and students can choose the direction of the project, make plans and organise the im-

plementation independently, giving full play to the students' initiative and innovation ability. Practicality is throughout the whole process of project-based teaching, students through practical operation and practical activities, the theoretical knowledge into practical ability, to improve practical skills and the ability to solve practical problems.

3. The practical path of "project-based teaching" in college animation creation course

3.1 Project selection

Project selection is a key link in the successful implementation of project-based teaching. In the college animation creation course, the selection of projects should follow the following principles: first of all, the project should be targeted, closely focusing on the teaching objectives and teaching content of the animation creation course, to ensure that students can master the corresponding knowledge and skills through project practice. For example, in the animation character design course, students can choose to design the character image for a specific theme of animation works, so that students can apply the theoretical knowledge of character design to the actual creation. Secondly, the project should be practical and interesting, derived from real life or the real needs of the animation industry, which can stimulate students' learning interest and creative enthusiasm. For example, cooperate with animation companies to undertake some small commercial animation projects, or choose popular social topics and cultural elements as the theme of animation creation. In addition, the difficulty of the project should be moderate, taking into account the existing knowledge and ability of the students, but also have a certain degree of challenge, so that the students in the process of solving the problem continue to improve their own ability.

3.2 Team formation

Reasonable team formation can help improve the efficiency and quality of project implementation. In animation creation projects, students with different professional skills are usually required to work together, such as animation scriptwriting, character design, scene design, animation production, post-production editing and so on. Teachers can group students according to their interests, strengths and abilities to ensure that the members of each team have complementary professional skills. At the same time, it is necessary to clarify the roles and responsibilities of each member in the team, formulate corresponding team rules and regulations, and promote communication and collaboration among team members. In the process of team formation, students can also be encouraged to independently elect the team leader to develop students' leadership and team management skills.

3.3 Process Management

Effective management of the project implementation process is an important guarantee for the successful completion of the project. In the implementation process of animation creation project, teachers should strengthen the management of project progress, quality and teamwork. Firstly, students are required to make a detailed project plan, clarify the various stages, tasks and time nodes of the project, and regularly check the progress of the project, and timely find and solve the problems arising in the process of project implementation. Secondly, the quality of the project is checked, and work review and feedback are conducted at the key points of the project to guide students to continuously optimise their works. For example, after the completion of the animation character design, students are organised to display and evaluate each other's works, and the teacher makes comments and guidance and puts forward suggestions for improvement. In addition, we should pay attention to the collaboration between team members, mediate the contradictions and conflicts within the team in time, and create a good teamwork atmosphere.

4. Evaluation of "project-based teaching" in college animation creation course

4.1 Construction of assessment index system

In order to comprehensively and objectively assess the effect of project-based teaching in college animation creation courses, it is necessary to build a scientific and reasonable assessment index system. The assessment index system should cover students' professional ability, learning attitude, teamwork ability, innovation ability and other dimensions. Specifically, the indicators of professional ability can include the technical level of animation creation, the artistic expression of the works, etc.; the indicators of learning attitude can include the students' participation in the project, learning enthusiasm, etc.; the indicators of teamwork ability can include the communication and collaboration among the team members and the completion of the team's tasks, etc.; the indicators of innovation ability can include the creativity novelty and uniqueness of the works. Through the comprehensive assessment of these indicators, we can have a comprehensive understanding of the learning effect and growth of students in project-based teaching.

4.2 Selection of Assessment Methods

In the effect assessment, a combination of various assessment methods can be used. First of all, students' self-assessment and mutual assessment is one of the important assessment methods. Through self-assessment, students can reflect on and summarise their performance in the project, and find out their strengths and weaknesses; mutual assessment can promote communication and learning among students, and

evaluate the works and team members' performance from different perspectives. Secondly, teacher evaluation is also an indispensable part. Teachers, with their professional knowledge and teaching experience, can make a comprehensive and objective evaluation of students' project results and learning process, and give students targeted feedback and suggestions. In addition, industry experts can be invited to participate in the evaluation to evaluate the students' works from the perspective of the industry, so that the evaluation results are more professional and authoritative.

5. Practical Case Analysis

Take the course "3D Animation Production" of animation major of a university as an example, project-based teaching method is adopted in the course. Teachers cooperated with a local animation company to undertake an enterprise publicity animation project. In the project selection stage, the project was appropriately adjusted and optimised according to the teaching objectives of the course and the actual situation of the students, making it more suitable for students' learning and practice. In terms of team formation, students are divided into scriptwriting group, modelling group, animation group, material and lighting group and post-synthesis group, and each group is composed of students with different professional skills. In the process of project implementation, teachers regularly organise project progress checking and work evaluation to solve the problems encountered by students in a timely manner. In the effect assessment stage, students' project results and learning process are comprehensively assessed by combining students' self-assessment, mutual assessment, teachers' evaluation and enterprise experts' evaluation. Through this project-based teaching practice, students not only mastered the relevant technology and knowledge of 3D animation production, but also improved their teamwork ability and innovation ability, and the students' works were recognised by the enterprises, which achieved good teaching results.

6. Conclusion

Through the study of "project-based teaching" in the college animation creation course in the practice path and effect evaluation, the following conclusions can be drawn: project-based teaching can effectively improve students' animation creation practical ability and comprehensive literacy, stimulate students' interest in learning and innovation, and promote students' overall development. In terms of practical path, reasonable project selection, scientific team formation, effective process management and correct guidance from teachers are the keys to the successful implementation of project-based teaching. In terms of effect evaluation, building a scientific and reasonable evaluation index system and adopting a combination of various evaluation methods can comprehensively and objectively evaluate the effect of project-based teaching and provide a basis for teaching improvement.

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