Exploration and Practice of Blended Teaching of Film and Television Audio-visual Language Based on «One Mainline and Three Platforms»

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Abstract: The era of omnimedia has arrived, and the training of talents and teaching reform in colleges and universities should also be adjusted accordingly. There are many practical courses in film and television majors, and "Film and Television Audio-visual Language" as a core course in film and television majors has explored a teaching method that focuses on classroom teaching, with online course resource platforms, "hand-made" practice platforms, and new media application platforms as supplementary classroom resources. " One mainline and three platforms " hybrid teaching model has effectively promoted professional teaching and provided a reference for the innovation of the mode of cultivating applied film and television talents.

Keywords: Film and television audio-visual Language; Blended teaching; One Mainline and three Platforms

1. The change of talent cultivation in film and television major in the era of omnimedia

The era of omnimedia has arrived, which has profoundly changed the teaching environment and also spurred the reform of teaching methods and teaching models. For the cultivation of talents in film and television, the impact of the omnimedia era is not limited to this, but also increases the goal of cultivating applied talents in film and television.shape the wholemedia content production capacity,to temperThe dimension of all-media literacy. How to adapt to the changes in the teaching environment and answer the questions of the era for the cultivation of applied film and television professionals have become the inevitable questions for film and television professional education.

At present, in order to adapt to the changing situation of the era of omnimedia, college teachers are constantly updating their educational concepts, innovating educational methods, and exploring new teaching models. In recent years, the blended teaching model has been widely promoted in many universities and majors. With the new teaching mode of "Internet plus education", it overcomes the disadvantages of traditional teaching methods. Under the mixed teaching mode, both teachers and students play the role of knowledge contributors and beneficiaries[1]. Mount Taishan University's "audiovisual language" course also carried out the exploration of mixed teaching reform earlier. This course is the core curriculum of the major of radio and television directing, which plays an important role in cultivating students' visual thinking habits, image creation abilities, film appreciation abilities, and audio-visual art literacy. It not only contains theoretical knowledge, but also emphasizes the cultivation of practical abilities.

However, with the deepening of blended teaching reform in the curriculum, some problems have also been exposed, such as the emphasis on form over content in online and offline teaching, the gap in students' learning enthusiasm, and the need to improve the teaching platform. Based on this, the "Film and Television Audiovisual Language" course, on the basis of the original blended teaching practice, takes offline teaching as the mainline, and follows the talent cultivation goal of supporting the "four types of co-education" of compound, application, practical and innovative types, to carry out new blended teaching design and practice, and build a mixed teaching mode of "One mainline and three platforms".

2. The road to teaching reform of professional practice courses in film and television

2.1 Establish the fundamental task of teaching reform with output as the guide

In the context of the omnimedia era, the overall goal of cultivating professionals in film and television majors such as radio and

television directors should be to cultivate a "four-type co-education" model that integrates comprehensive, practical, practical, and innovative skills, allowing students to learn knowledge, do projects, practice abilities, and enhance their qualities in four dimensions: degree of realization High-quality talent cultivation. As a basic practical course for film and television majors, "Film and Television Audio-Visual Language" should also be designed around this goal, which is precisely in line with the basic requirements of the OBE concept. At the same time, it can enable the curriculum to start from the goal in terms of teaching mode design, and reverse-engineer the learning content, methods, and methods based on the final learning outcomes.[2]

2.2 Return to the classroom and stand firm on the "mainline" of classroom teaching

No matter how the teaching mode and teaching method change, the position of classroom teaching as the main battleground remains unchanged. Therefore, it is necessary to comprehensively understand the "changes" and "unchanged" of educational reform, handle the relationship between online and offline, the relationship between theoretical teaching and practical teaching, and scientifically consider how to balance and transition between them. Only in this way can the teaching reform not be distorted and the teaching foundation of "Film and Television Audiovisual Language" course be consolidated and stabilized.

2.3 Taking "life" as the foundation and collaboration between teachers and students is an effective way to help

Blended teaching is essentially still a relationship between "teacher teaching" and "student learning". This exploration is aimed at reversing the passive and active relationship between teachers and students, realizing the role transformation of students, and promoting collaboration between teachers and students. "Student-centered" is the essence of teaching, but it cannot be generalized to understand "student-centered". The teaching ecology it cultivates is still a community of teaching and learning formed around teachers and students. In "Film and Television Audiovisual Language", the teacher's skill demonstration, value transmission, and students' ability demonstration and value recognition should be collaborative and integrated.

2.4 External support to strengthen the support for teaching reform

Blended teaching is a multi-dimensional space consisting of online and offline platforms. The integration of resources between different platforms and the effective management of platform operations are powerful guarantees for promoting deep learning and enhancing the cultivation of application capabilities. Therefore, platform construction should serve knowledge learning, ability application, and output display. The construction of a teaching platform for "film and television audio-visual language" should also be three-dimensional and integrated.

3. Build the foundation for the teaching reform of the professional practice course of film and television

3.1 Space reset, construct a new type Hybrid teaching system

The fundamental task of the blended teaching reform of "Film and Television Audiovisual Language" is to cultivate high-quality professionals with "four types in one". The curriculum also always takes knowledge learning as the foundation, ability development as the extension, and quality improvement as the practical application, in order to promote the blended teaching from a combination to a fusion development, and thus enhance the effectiveness of teaching.

Under the guidance of this reform idea, teachers take offline physical classroom as the mainline and the first classroom for teaching, actively discover and expand the space for online learning and ability cultivation, and MOOC/SPOC course resource platform, "Hands-on" practice platform based on experimental teaching center, With Tiktok, etc New media application platform The three major platforms, namely the curriculum resource platform for pre-course guidance, the practice platform for strengthening curriculum skills training, and the new media platform for enhancing literacy, are innovative ways to reset the first and second classrooms, creating the blended teaching design of " One mainline and three platforms " .This is used to disseminate knowledge, popularize common sense, and transmit new knowledge, while breaking down the barriers of time and space, guiding students to complete practical operations simultaneously, realizing the free conversion from theoretical teaching to practical application, integrating the series of "learning, practicing, training, and competition" activities such as innovative entrepreneurship project guidance and subject competition guidance, achieving the integration of professional teaching, practical teaching, and innovative entrepreneurship literacy education, and thus realizing "learning for application".

3.2 Focus on output and implement supply-side reform of teaching content

The background of the Internet era, intelligent media and the omnimedia communication environment has greatly accelerated the pace of knowledge iteration and updating, and the information explosion is accompanied by information redundancy. This is

both a common context faced by all majors, and a special proposition that film and television majors represented by radio and television directors should answer. It is the construction of golden courses. The need for "gender equality" or the urgency of cultivating outstanding talents, the supply of curriculum contentside modification Reform and development are inevitable.

The blended teaching reform of "Film and Television Audiovisual Language" is based on the concept of OBE, and the curriculum content is designed in reverse through the needs of talent training. In terms of teaching content, through the investigation of student learning situation, three hierarchical knowledge circles of known, semi-known and unknown are set up, and precise resource positioning and management are implemented to complete knowledge screening. On this basis, firstly, by integrating real projects of cooperative enterprises into curriculum cases, a "project library" of curriculum cases is constructed, and project assessment standards are transformed into social assessment, such as using group leaders to score, virtual performance salary, etc., to achieve strict learning effect monitoring and improve pre-service adaptability, so that students can receive practical and market-oriented training. Secondly, to open the "last mile" from school to enterprise, the core knowledge of the curriculum is docked with cutting-edge knowledge in industries such as VR/AR and metaverse, creating a multi-path, ladder-type, full-coverage "knowledge chain" between schools and enterprises. Thirdly, with image creation ability, innovation and entrepreneurship ability as the core, different forms of resource packages related to curriculum knowledge are provided according to pre-class self-study tests, classroom teaching feedback, students' learning interests, etc., for students to learn and use, forming a "energy package" for talent training.

4. Thoughts on the Teaching Reform of Practice Courses for Film and Television Majors

Currently, The blended teaching design of " One mainline and three platforms " has achieved remarkable results in the construction of provincial-level first-class undergraduate courses and online resource construction through multiple teaching cycles. At the same time, the regularity of teaching reform has been continuously deepened, and the reform exploration has been pushed forward to a deeper level. High continuously The improvement of students' academic skills and abilities in scientific and technological competitions and innovation and entrepreneurship competitions has made new breakthroughs, promoting the all-round development of students. This model is in line with the characteristics of the development of higher education in the new era.

First, the framework design of the reform implements the OBE concept and re examines the cultivation perspective. Taking the talent cultivation goal of "four types of co-education" as the target support for curriculum reform, and using teacher-student collaboration as the teaching operation mechanism, we emphasize both the "student-centered" output orientation and the "teacher-centered" resource guarantee, and continue to improve around curriculum construction.

Second, the focus of reform is to build a new classroom system based on the mainline of the classroom. Through the construction of a "One mainline and three platforms" blended teaching system strengthens the online teaching resource platform, introduces new media platforms, do well A practical teaching platform was established, emphasizing the linkage between the "project library", "knowledge chain" and "energy package" in teaching, breaking the barriers of time and space in teaching, building a good teaching space, and improving the professional literacy and innovation and entrepreneurship awareness of teachers and students.

In short, by constructing a blended teaching model of "0ne mainline and three platforms", empowering classroom teaching with information technology, and continuously improving teaching methods, the affinity of the "Film and Television Audio-Visual Language" course has been enhanced, achieving the teaching goals of learning foundation, extending the scope, and practical application. The integration of knowledge and practice in teaching and learning has been achieved, enhancing students' sense of acquisition, facilitating the cultivation of practical film and television talents of "four types and multiple nurturing", and providing a choice for the teaching reform of practical courses in media majors.

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