

Reflections on the Online Course and Blended Teaching of film and Television "Documentary Creation"

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Abstract: In recent years, blended teaching has gradually become a new teaching mode explored by major primary and secondary schools and universities, the traditional teacher-led teaching mode has gradually been replaced by hybrid classroom with the rapid development of the Internet, various live APP for hybrid classroom to provide technical practice possibility, this paper will start from the functional analysis of different types of live APP, combined with the actual lesson experience of the film and television professional course "Documentary Creation", summarize the advantages and disadvantages of colleges and universities in the hybrid course teaching mode and explore thinking.

Keywords: Blended classroom; Documentary creation; Resource integration; Pattern exploration

1. Online teaching mode - teaching live broadcast scenario and APP selection

College course construction and professional training programs have always been the main front of deep cultivation and exploration of major domestic universities, and this front has made a new model leap in the Internet era. The traditional classroom is taught by teachers and unilaterally absorbed by students as the main model, which is a classroom-centered, book-centered, and teacher-centered model, which was first proposed by Hurlbutt and emphasizes the teaching of teachers. This teaching mode ensures students' passive absorption of professional knowledge to the greatest extent within the scope of theoretical courses, but with the rise of new media technology in the education industry, Herbart's traditional three-center model is gradually tilted towards Dewey's "student-centered", which is reflected in the mainstream teaching live APP popular in the current major application markets.

1.1 Live teaching APP represented by Tencent Meeting

Tencent Meeting is an application software designed by Tencent based on global network deployment for multi-person online mobile office and mobile live broadcast. The advantage of Tencent Meeting is that teachers and students have a low threshold to enter the conference room, and only the conference code or the QR code generated by the meeting are required, which is also convenient for the smooth progress of teaching supervision. Secondly, after Tencent Meeting completes the classroom teaching task, it can pull data in the background, export the participants and check-in records, and conduct class attendance in an efficient manner. Another feature of Tencent Meeting, recording and text meeting minutes, provides convenience for recording some important course content. Finally, the Tencent conference room can open up to 60 cameras, which can fully meet the visual needs of teachers and students in small and medium-sized classrooms. While Tencent Meeting improves the live broadcast experience, there are some shortcomings that need to be optimized, such as the imperfect functions for teachers and students to interact during live classes, and the need to pay for cloud recording storage space, etc., but the superior performance of Tencent Meeting in live courses makes it the preferred software for many college teachers in online courses.

1.2 Smart classroom APP represented by Rain Classroom

Unlike Tencent Meeting, which is deeply engaged in live broadcasting, Rain Classroom is another teaching app favored by teachers, and Rain Classroom integrates teaching tools with Powerpoint and WeChat data collection. Rain Class is similar to Tencent Meeting, requiring students to scan the code to enter the live classroom. After the students scan the code, a roll call table will be formed in the background, and in the subsequent class questions, the teacher can use the "random roll call" function to spot

check the students' mastery of knowledge points. In addition, students can intuitively open the local courseware uploaded by the teacher in the software, and the progress of the course can be adjusted freely. Taking "Documentary Creation" as an example, in the live courseware, the teacher will insert part of the pulling content of the sample documentary into the courseware, but because of the time limit of the class, many students cannot effectively absorb the storyboard of the pulling piece, and can open the courseware library of the rain class at any time after class to view the content that students cannot grasp in time. Compared with Tencent Meeting, Rain Classroom solves the problem of weak teacher-student interaction function. The "barrage" function in the software can greatly enhance the atmosphere of the live classroom, and it is also convenient for teachers to grasp the students' mastery of the teaching content at any time. For some of the exercises in the Documentary Creation class, such as the director's elaboration of writing, the writing of the meaning of the topic, and the preset exercises of the documentary story, students can use the "Submission" function to submit their own work to the teacher. This mode of lecture and practice can greatly improve students' mastery of a single knowledge point, no longer simply unilaterally absorbing information, but completing a virtuous circle of information reception, transformation and recreation.

2. The advantages and hidden dangers of live teaching

As a teaching mode widely praised by students and teachers in the new era, live teaching strengthens students' learning initiative in its specific application scope and teaches students the methodology of "Documentary Creation" in a more scientific way.

2.1 Lightweight live broadcast mode

The lightweight live broadcast mode that fits the university teaching classroom is mainly reflected in two aspects: one is the lightweight of the equipment; The second is the lightweight of space and time.

2.1.1 Light weight on the equipment

In the traditional live broadcast system, including cameras, switchers, video matrices, mixers, non-line editing, subtitle machines, monitors, intercom and other dozens of equipment, so before the emergence of the new media Internet, live broadcast is very cumbersome and professional broadcast and television technology, because the cumbersome equipment brings about the corresponding increase in the number of live broadcast personnel, so the traditional live broadcast system is very consuming financial, manpower and material resources. However, the construction of smartphones, 5G systems and new media has greatly reduced the threshold for live broadcasting. In the live classroom of college teachers, a laptop can complete the live broadcast on multiple platforms, which greatly improves the teaching efficiency and teaching quality of the Internet + classroom.

2.1.2 Lightweight in space and time

The emergence of live classrooms has liberated teachers' control over time and space. Taking the film and television professional course "Documentary Creation" as an example, this is a practical course, the nature of the course determines that students must not be limited to the classroom, but due to the complex form in the epidemic environment, many practical opportunities have been forced to cancel, which is not conducive to the development of majors and disciplines for students majoring in radio and television editing, so the instructor decided to try to implement a practical classroom combined with live broadcasting. Through the demonstration of interviewing, filming and editing, the teaching teachers crush the complete class content in the form of fragmented live broadcast, so that students can learn practical experience through observation and increase their professional quality.

2.2 Security guarantees for live classroom teaching

To support the efficient and orderly progress of hybrid classrooms, teachers need to keep pace with the times, take students and classrooms as the center, adjust and update their teaching habits and teaching methods with the pace of the times, and also need students' understanding and respect, strengthen students' ideological and political education, and patiently assist and cooperate with teachers to complete the teaching of hybrid classrooms on the basis of respecting the classroom and respecting teachers.

How university teachers should deal with emergencies during live teaching and maintain a good classroom environment for online teaching has become a topic of great concern to major universities. As practitioners of the preamble of education in the new era, college teachers cannot only focus on their own professional fields, but also take corresponding countermeasures against bad phenomena such as "online class explosion".

Taking the film and television major course "Documentary Creation" as an example, when the teacher creates the lecture room, the waiting room of the conference room can be created at the same time. All students who join the club can wait in the waiting room after the real-name system, and then pull into the conference room one by one after the teacher confirms that the identity is correct,

and even if the online class demolition personnel have the link and password of the conference room, they can only wait in the outer waiting room, and cannot enter the classroom to carry out illegal activities. For students who have joined, teachers should set corresponding permissions to turn off the permission of students to enter information in the free microphone and chat area, although this method may affect the real-time interaction of teachers and students in class, but it plays a good role in protecting the safety of online classes.

3. The organic integration of offline teaching and online teaching

The nature of the course of “Documentary Creation” is subordinate to the practical course, and the syllabus is up to one-third of the total curriculum for students. The answer is yes, an excellent practical work requires a double line of theory and practice to achieve professional proficiency and aesthetic improvement. Through the smart classroom teaching method of online courses, the extracurricular expansion of MOOC resources, and the practical exercises of offline classrooms, only by achieving the organic integration of cross-border resources can we more accurately improve the quality of classroom teaching in colleges and universities, and truly achieve the “student-centered” teaching core.

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