

# A Study of Integrating Green Ecological Concepts into Short Video Production to Support Student Employment after the Epidemic

Yiwen Wang<sup>1,2</sup>, Xiangzhe Cui<sup>2,3</sup>

1. Guangzhou South China Vocational College of Commerce and Trade, Yunzhi Design and Media College, Guangzhou 510000, China.

2. Department of Education, Sehan University, Yeongam-gun 58447, Republic of Korea.

3. Majoring in educational technology, Teachers College of Yanbian University, Yanbian 133002, China.

---

**Abstract:** Short video production has become an increasingly popular activity in the age of social media. Despite this, there are still some issues and constraints when it comes to creating content for short videos. The majority of short video content is highly homogenized, making it difficult to stand out. To address this, it is essential to enhance the content creation capabilities of short videos, which will in turn improve the overall quality of short video creation. Due to the impact of the COVID-19 epidemic, the employment situation is grim. In this context, as an emerging form of media, short video is rapidly rising as a new employment. Therefore, improving the ability to create short videos can help improve student employment during the pandemic. By introducing the concept of green ecology into the transmission of short video content, this paper attempts to find differentiated creative content of short videos from the design ethics of green ecology. This paper combs through literature to understand the current situation of short videos and discover the problems of short video development. Moreover, through the empirical method of quantitative research, the impact of integrating green ecological concepts into college short video production on students' employment during the epidemic is clarified to prove the effectiveness of green ecological design ethics as a differentiation point for short video content creation. In addition, a method of integrating the concept of green ecology into short video production classes and short video content is proposed.

**Keywords:** Green Ecological Concept; Short Video Production; Epidemic; Employment

---

## 1. Trends, status quo, and limitations of the short video industry

### 1.1 Trends and current situation of the short video industry

Having become an essential event in the modern era of social media, short video production has become a common way for people to share their lives, showcase their creativity and entertain. The following are some current trends and status of short video production.

Short video apps have gone mainstream: Apps like TikTok, Instagram Reels, Kuaishou, and Kuaishou have become popular short video production and sharing platforms that allow users to quickly and easily create high-quality short videos using built-in tools.

Firstly, video content diversity: Short video content is now very diverse. Its categories include music videos, travel videos, funny videos, food videos, and more. These content types appeal to different types of viewers through unique storylines, special effects, and engaging editing styles. Secondly, video creation tools are increasingly available: Tools and software for short video production have been emerging, including some brand new ones such as Canva, Adobe Premiere Rush, InShot and CapCut. These tools enable users to easily edit and produce videos on their phones or computers. Thirdly,

user-generated content is becoming increasingly popular, often featuring daily life, personal experiences, creative inspiration, funny segments, etc., expressed in a lively, interesting and innovative way. There are various kinds of UGC content, such as the following: Daily life: record the daily life, share what people see and hear in daily life. Creative inspiration: unique ideas, handicrafts, DIY, and other creative elements. Funny paragraph: amusing anecdotes, jokes, expressions, etc. Food exploration: sharing food culture, food production process, food exploration, etc. Travel sharing: tourist attractions, travel tips, travel anecdotes, etc.

User-generated content has become one of the most popular and followed content on the short video platform. By encouraging and supporting user-generated content, short video platforms can not only enable more people to participate in the creation, but also meet the needs of users for various types and styles of videos.

## **1.2 Problems of short video industry**

Although the production and sharing of short videos have become an essential activity in modern social media, there are still some problems and limitations in short videos: First, intellectual property protection is rugged: intellectual property protection in short videos is relatively complex. As a result, it is difficult for video creators to ensure that their videos are not copied, reprinted, stolen, or modified by others. Secondly, too many advertisements and repetitive content:

Some short video platforms may be overly reliant on advertisements in order to generate profits, resulting in a sub-par user experience. Additionally, a portion of the videos available may be of low quality and repetitive, thus diminishing the user's selection and browsing experience. Thirdly, copyright infringement and illegal content: Some short video platforms have some content involving copyright infringement, vulgarity, violence, and other undesirable content. As a result, platforms need to be audited and managed. Fourthly, short-term effects: Due to the short duration of short videos, it is difficult to present more complex ideas, plots, etc. Moreover, long-term content consumption is also unlikely; At the same time, due to the speed of content updates, much high-quality content is difficult to retain or rediscover. Fifthly, the consumption of viewers' attention:

Given the brevity of short videos, viewers often enter a state of consumption while watching, making it difficult to fully comprehend the information or gain meaningful communication.

In conclusion, despite the immense popularity of short videos, there are still some issues and restrictions that need to be addressed. In order to improve user engagement, short video platforms must strengthen copyright protection, content audit and management to ensure content quality. Video creators must also strive to increase their creativity and production level, creating more valuable video content.

## **2. The necessity of integrating the green ecological concept into the educational classroom of short video production in colleges and universities**

Many industries and enterprises have been hit dramatically during the current epidemic, resulting in a problematic employment situation. Meanwhile, short video, as an emerging form of media, is rapidly emerging as a new job position. Therefore, it is necessary to integrate the concept of green ecology into the short video production education classroom of colleges and universities to support students' employment during the epidemic: First, improve students' creative level and skills: the concept of green ecology can stimulate students' creativity, which allows students to create short video works with a more sense of social responsibility and environmental awareness but also allows students to understand the concept of green ecology, to improve students' awareness of environmental protection and social responsibility. Second,y, increase students' employment opportunities: Short video production has become an emerging job. By integrating green ecology into the short video production education classroom of colleges and universities, students' short video production skills and creative level can be improved, thereby increasing students' employment opportunities. Thirdly, promote the green ecological concept: Through the dissemination of short videos, the concept of green ecology can be passed on to more people so that more people can understand the concept of green ecology, which promotes the construction of green ecology in society.

Fourthly, enhance the sense of social responsibility: Integrating the concept of green ecology into the short video

production education classroom of colleges and universities can cultivate students' sense of social responsibility and environmental awareness. Students can become more socially responsible citizens after understanding their responsibilities in society.

In conclusion, by incorporating green ecological principles into college short video production to facilitate student employment during the pandemic, not only can students' skills and job prospects be improved, but it can also contribute to the advancement of green ecological awareness and foster a sense of social responsibility in students.

### **3. Design ethics of green ecology**

Green ecological design ethics emphasizes the importance of designing, developing, and producing products or services in a way that reduces environmental damage, while also considering social and economic sustainability. It is a way of creating products and services that are both environmentally friendly and economically viable. Furthermore, by incorporating green ecological design ethics into the production of short videos, it can help to guide and regulate the creation process, thus enabling the integration and dissemination of green ecological concepts. Here are some specific directions for guidance: First and foremost, prioritize green practices: When producing short videos, strive to use environmentally friendly and low-carbon materials and technologies, reduce energy consumption and waste production, and maximize resource utilization. At the same time, the content should emphasize the importance of environmental protection and low-carbon living, and encourage people to take small steps in their daily lives to help build a better environment. Secondly, focus on social responsibility: We should pay attention to social welfare and responsibility in the content and dissemination of short videos. Positive energy should be transmitted, encouraging people to participate in public welfare activities and social affairs actively. Meanwhile, in the creation process, we should adhere to the principles of fairness, justice, and integrity, and refrain from using false information or any other unethical means to gain traffic and revenue. Thirdly, focus on cultural inheritance: In the content and expression of short videos, we should emphasize the importance of cultural heritage and development, preserve and promote the best of traditional Chinese culture, explore and showcase the best of contemporary culture, and spread positive values and ideologies to foster cultural innovation and progress. Fourth, focus on creativity and quality: In the process of creating short videos, we should pay attention to creativity and quality to improve the beauty and taste of the work. At the same time, we must also respect intellectual property rights and copyrights to avoid infringing on the legitimate rights and interests of others. By improving the quality and creativity of the work, the value and influence of the work can be increased, contributing to the sustainable development of society and the environment.

In conclusion, using green and ecological design ethics to guide short video creation can help creators better understand and practice green and ecological concepts and contribute to sustainable development. It can also improve the quality and influence of the work, enhancing the creators' social responsibility and innovation, while improving their personal professional competitiveness.

## **4. Empirical Analysis**

### **4.1 Sample collection**

Research format: This survey uses online website questionnaire stars for research; Research period: The estimated research period is from February 1, 2023 to February 15, 2023. The research cycle is half a month; Purpose of the survey: This questionnaire survey is to understand the impact of integrating the concept of green ecology into the short video production of colleges and universities on students' employment during the epidemic. The survey population was university students; Location: China. A total of 340 questionnaires were distributed online, and 330 questionnaires were collected (3 of them were not interested in this research activity and did not give information feedback), and the recovery rate was 97.06%. There were 315 valid questionnaires, and the effective rate was 95.45%. This survey meets the requirements of the ratio of the number of test items and questionnaires in the reliability and validity analysis to be less than 1:5. Therefore, this survey meets the requirements in terms of sample size.

## 4.2 Demographic frequency analysis

Demographic variables for this survey were counted. The number of males was 179, accounting for 56.83%. The number of women was 136, accounting for 43.17%. In the survey of academic qualifications, the number of college graduates was 27, accounting for 8.57%, and the number of college graduates was 264, accounting for 83.81%. The number of master's degree graduates was 15, accounting for 4.76%. The number of doctoral graduates was 15, accounting for 4.76%.

In the survey of class results, the number of people with a middle-ranking was 190, accounting for 60.32%. The number of people at the bottom of the ranking was 75, accounting for 23.81%. In the survey of occupations held during the school period, 71.11% were mainly other cadres, while 13.33% were department officials. In the survey of political outlooks, the number of Communist Youth League members was 288, accounting for 91.43%. The Communist Youth League member occupies the most significant number of members.

Demographic frequency analysis results

| Name  | Option  | Frequency | Percentage (%) | Cumulative percentage(%) |
|---|---|-----------|----------------|--------------------------|
| Gender  | Male  | 179       | 56.83          | 56.83                    |
|   | Female  | 136       | 43.17          | 100.00                   |
| Education   | College graduate                                  | 27        | 8.57           | 8.57                     |
|   | Bachelor's degree                                 | 264       | 83.81          | 92.38                    |
|   | Graduated with a master's degree                  | 15        | 4.76           | 97.14                    |
|   | Doctoral graduation                               | 9         | 2.86           | 100.00                   |
| Class performance   | Top ranking                                       | 50        | 15.87          | 15.87                    |
|   | Middle ranking                                    | 190       | 60.32          | 76.19                    |
|   | Low ranking                                       | 75        | 23.81          | 100.00                   |
| Did you hold any of the following positions while in school | School officer                                    | 6         | 1.90           | 1.90                     |
|   | College officer                                   | 18        | 5.71           | 7.62                     |
|   | Class officers                                    | 25        | 7.94           | 15.56                    |
|   | Department members                                | 42        | 13.33          | 28.89                    |
|   | Others:   | 224       | 71.11          | 100.00                   |
|   | Communist Party member (including reserve member) | 9         | 2.86           | 2.86                     |
| Political appearance  | Activist of party application                     | 15        | 4.76           | 7.62                     |
|   | Communist Youth League members                    | 288       | 91.43          | 99.05                    |
|   | Masses  | 3         | 0.95           | 100.00                   |
| Total   |   | 315       | 100.0          | 100.0                    |

## 4.3 Exploratory factor analysis

In the exploratory factor analysis of variables, KMO and Bartlett spherical tests were performed to perform validity analysis on the questionnaire by importing data in SPSS. The results could be obtained as shown in the table below. According to the table, the value of KMO for the questionnaire part is 0.801, the Bartlett's spherical test chi-square value is 1498.467, the degree of freedom is 66, and the significance is  $0.000 < 0.05$ , which indicates that the data passed the validity test and is suitable for the subsequent factor analysis.

KMO and Bartlett's test

|                               |                                 |
|-------------------------------|---------------------------------|
| KMO Sampling fitness measure  | .801                            |
| Bartlett's test of sphericity | Approximate chi-square 1498.467 |

|                   |      |
|-------------------|------|
| Degree of freedom | 66   |
| Significance      | .000 |

The number of factors of this measurement scale is determined by the characteristic value greater than 1 and the gravel plot, as shown in the table below. There are 4 common factors with characteristic values greater than 1, which explain 72.049% of the total variation, which meets the acceptable standard. In addition, the gravel plot (Figure 1-1) shows that the graph flattens at the fifth factor, supporting the four-factor result. The variance contributions of the four factors were 19.019, 18.556, 17.732, and 16.742, respectively.

| Component | Total variance explained |            |              |                                   |            |              |                                 |            |              |
|-----------|--------------------------|------------|--------------|-----------------------------------|------------|--------------|---------------------------------|------------|--------------|
|           | Initial Eigenvalue       |            |              | Extracted loadings sum of squares |            |              | Rotated loadings sum of squares |            |              |
|           | Total                    | Variance % | Cumulative % | Total                             | Variance % | Cumulative % | Total                           | Variance % | Cumulative % |
| 1         | 4.421                    | 36.838     | 36.838       | 4.421                             | 36.838     | 36.838       | 2.282                           | 19.019     | 19.019       |
| 2         | 1.690                    | 14.081     | 50.919       | 1.690                             | 14.081     | 50.919       | 2.227                           | 18.556     | 37.575       |
| 3         | 1.423                    | 11.860     | 62.779       | 1.423                             | 11.860     | 62.779       | 2.128                           | 17.732     | 55.307       |
| 4         | 1.112                    | 9.270      | 72.049       | 1.112                             | 9.270      | 72.049       | 2.009                           | 16.742     | 72.049       |
| 5         | .628                     | 5.235      | 77.283       |                                   |            |              |                                 |            |              |
| 6         | .607                     | 5.055      | 82.339       |                                   |            |              |                                 |            |              |
| 7         | .480                     | 4.003      | 86.342       |                                   |            |              |                                 |            |              |
| 8         | .385                     | 3.205      | 89.547       |                                   |            |              |                                 |            |              |
| 9         | .344                     | 2.867      | 92.414       |                                   |            |              |                                 |            |              |
| 10        | .334                     | 2.787      | 95.201       |                                   |            |              |                                 |            |              |
| 11        | .318                     | 2.654      | 97.854       |                                   |            |              |                                 |            |              |
| 12        | .257                     | 2.146      | 100.000      |                                   |            |              |                                 |            |              |

Extraction method: principal component analysis method.

The four common factors were finally determined by factor rotation. Factor rotation was performed by the maximum variance method. Furthermore, factor load factors below 0.5 were excluded. The factors 1-4 were named as creative stimulation, content role, pedagogical innovation, and ecological atmosphere, respectively, according to the topic characteristics of the factors.

The rotated component matrix a

|  | Component |      |      |   |
|--|-----------|------|------|---|
|  | 1         | 2    | 3    | 4 |
| Do you think green ecology into short video production is more likely to be loved by everyone  | .840      |      |      |   |
| Do you think the school will give awards to the best green videos?   | .824      |      |      |   |
| Do you think that integrating green ecology into short video production will be an excellent way for you to get credit for your quality work?              | .822      |      |      |   |
| Do you think that green video production can enhance your creativity and interest?   |           | .848 |      |   |
| Do you think the integration of green ecology into short video production can improve your own ecological awareness and sense of responsibility?           |           | .846 |      |   |
| Do you think green ecology in short video production can help you to evaluate things in your life objectively and face them with a peaceful state of mind? |           | .773 |      |   |
| Do you think that teachers can improve students' professional skills by integrating green videos into their teaching?                                      |           |      | .850 |   |
| Do you think that teachers support original design in the teaching of short green videos can stimulate students' enthusiasm and interest in creation?      |           |      | .820 |   |

|   |      |
|---|------|
| Do you think teachers can make students "active" by changing the traditional teaching mode in short green videos?   | .736 |
| Do you think the integration of green ecology into short video production can reduce the waste of resources in real life and make the concept of green harmony and sustainability deeply rooted in people's hearts? | .837 |
| Do you think the integration of green ecology into short video production can make viewers experience the green ecological feeling of harmonious coexistence between human and nature in short videos?              | .747 |
| Do you think the integration of green ecology into short video production can improve viewers' awareness of energy saving and environmental protection?   | .715 |

Extraction method: principal component analysis.

Rotation method: Kaiser normalized maximum variance method.

a. Rotation has converged after 5 iterations.

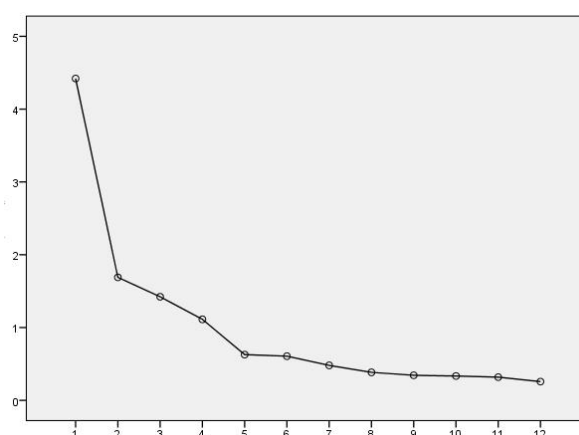


Figure 1-1 Gravel plot

## 4.4 Reliability analysis

In general, the value of the Cronbach coefficient is between 0 and 1. When the coefficient is less than 0.6, the reliability is not enough, while greater than 0.8 indicates a good reliability. In this paper, the reliability analysis of the questionnaire was carried out using SPSS 26.0 : After the reliability analysis of the measured variables, it was found that the reliability value of ecological climate was 0.762, the reliability value of content role was 0.809, the reliability of Teaching innovation was 0.773, and the reliability value of creative stimulation was 0.835. The correlation of the measured items was above 0.4, and the reliability values of the items after deletion were not significantly higher than the reliability value level of the dimension.

### Reliability analysis

|                       | Item | Correction item total correlation (CITC) | Item deleted alpha coefficient | Cronbach alpha coefficient |
|-----------------------|------|--|--------------------------------|----------------------------|
| Ecological atmosphere | Q1   | 0.599                                    | 0.675                          | 0.762                      |
|                       | Q2   | 0.559                                    | 0.717                          |                            |
|                       | Q3   | 0.623                                    | 0.648                          |                            |
| Content role          | Q4   | 0.690                                    | 0.704                          | 0.809                      |
|                       | Q5   | 0.633                                    | 0.764                          |                            |
|                       | Q6   | 0.651                                    | 0.745                          |                            |
| Teaching innovation   | Q7   | 0.641                                    | 0.656                          | 0.773                      |
|                       | Q8   | 0.569                                    | 0.737                          |                            |
|                       | Q9   | 0.614                                    | 0.687                          |                            |
| Creative              | Q10  | 0.712                                    | 0.756                          | 0.835                      |

|             |     |       |       |
|-------------|-----|-------|-------|
| stimulation | Q11 | 0.642 | 0.824 |
|             | Q12 | 0.737 | 0.732 |

## 4.5 Factor analysis

Ecological climate =  $-0.146*Q1-0.042*Q2-0.022*Q3-0.101*Q4-0.041*Q5+0.013*Q6-0.081*Q7+0.010*Q8-0.067*Q9+0.431*Q10+0.427*Q11+0.398*Q12$

Content role =  $0.031*Q1-0.085*Q2-0.129*Q3+0.431*Q4+0.371*Q5+0.443*Q6-0.034*Q7-0.022*Q8-0.008*Q9-0.011*Q10-0.082*Q11-0.030*Q12$

Teaching innovation =  $-0.036*Q1+0.010*Q2-0.143*Q3+0.017*Q4-0.055*Q5-0.027*Q6+0.430*Q7+0.373*Q8+0.469*Q9-0.026*Q10-0.080*Q11-0.026*Q12$

Creative incentive =  $0.439*Q1+0.405*Q2+0.537*Q3-0.057*Q4+0.005*Q5-0.161*Q6-0.023*Q7-0.069*Q8-0.120*Q9-0.131*Q10-0.036*Q11-0.050*Q12$

Component score coefficient matrix

| Name | Component   |             |             |              |
|------|-------------|-------------|-------------|--------------|
|      | Component 1 | Component 2 | Component 3 | Ingredient 4 |
| Q1   | -0.146      | 0.031       | -0.036      | 0.439        |
| Q2   | -0.042      | -0.085      | 0.010       | 0.405        |
| Q3   | -0.022      | -0.129      | -0.143      | 0.537        |
| Q4   | -0.101      | 0.431       | 0.017       | -0.057       |
| Q5   | -0.041      | 0.371       | -0.055      | 0.005        |
| Q6   | 0.013       | 0.443       | -0.027      | -0.161       |
| Q7   | -0.081      | -0.034      | 0.430       | -0.023       |
| Q8   | 0.010       | -0.022      | 0.373       | -0.069       |
| Q9   | -0.067      | -0.008      | 0.469       | -0.120       |
| Q10  | 0.431       | -0.011      | -0.026      | -0.131       |
| Q11  | 0.427       | -0.082      | -0.080      | -0.036       |
| Q12  | 0.398       | -0.030      | -0.026      | -0.050       |

## 4.6 Regression analysis

The model equation is:  $\text{employment} = 0.805 + 0.269*\text{ecological climate} + 0.196*\text{content role} + 0.192*\text{Teaching innovation} + 0.073*\text{creative incentive}$ , and the model R-squared value is 0.264, which means that ecological climate, content role, Teaching innovation, and creative incentive can explain 26.4% of the variation in employment. When the F-test was performed on the model, it was found that it passed the F-test ( $F=27.783, p=0.000<0.05$ ). All VIF values in the model are less than 5, meaning there is no collinearity problem; Moreover, the D-W value is around the number 2, indicating that the model does not have autocorrelation. Finally, according to the specific analysis, it can be seen that the regression coefficient value of ecological atmosphere is 0.269 ( $t=4.380, p=0.000<0.01$ ). The ecological climate can have a significant positive impact on employment. The regression coefficient value of the content effect was 0.196 ( $t=3.428, p=0.001<0.01$ ). The content effect can have a significant positive impact on employment.

The regression coefficient value of the Teaching innovation was 0.192 ( $t=3.262, p=0.001<0.01$ ). Teaching patterns can have a significant positive impact on employment.

The regression coefficient value of the authored stimulus was 0.073 ( $t=1.326, p=0.186>0.05$ ). The incentive to create does not affect the employment situation.

Results of linear regression analysis (n=315)

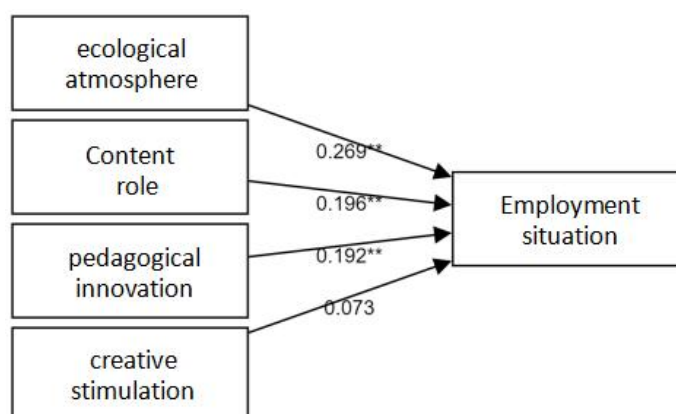
| Unstandardized coefficients | Standardized coefficients | t | p | VIF |
|-----------------------------|---------------------------|---|---|-----|
|                             |                           |   |   |     |

Results of linear regression analysis (n=315)

|                           | Unstandardized coefficients |                | Standardized coefficients | t                        | p       | VIF   |
|---------------------------|-----------------------------|----------------|---------------------------|--------------------------|---------|-------|
|                           | B                           | Standard Error | Beta                      |                          |         |       |
| Constants                 | 0.805                       | 0.280          | -                         | 2.876                    | 0.004** | -     |
| Ecological atmosphere     | 0.269                       | 0.061          | 0.259                     | 4.380                    | 0.000** | 1.478 |
| Content role              | 0.196                       | 0.057          | 0.186                     | 3.428                    | 0.001** | 1.245 |
| Teaching innovation       | 0.192                       | 0.059          | 0.177                     | 3.262                    | 0.001** | 1.239 |
| Creation incentive        | 0.073                       | 0.055          | 0.074                     | 1.326                    | 0.186   | 1.325 |
| R <sup>2</sup>            |                             |                |                           | 0.264                    |         |       |
| Adjustment R <sup>2</sup> |                             |                |                           | 0.254                    |         |       |
| F                         |                             |                |                           | F (4,310)=27.783,p=0.000 |         |       |
| D-W value                 |                             |                |                           | 2.155                    |         |       |

Dependent variable: employment status

\* p&lt;0.05 \*\* p&lt;0.01



## 4.7 Summary

The empirical evidence presented in this paper suggests that a healthy ecological climate can lead to increased employment opportunities. As harmonious coexistence between man and nature has become the most important model for contemporary social development, topics such as green environmental protection and sustainable development have become familiar. At present, the development of industries related to green development is good. Many colleges and universities also attach great importance to students' protection of green ecology and environment in their training students. For students, in the content of short videos, building an ecological atmosphere of harmony between man and nature plays a better role in rendering. Under the rendering of this atmosphere, students can improve their environmental awareness and green concepts and behaviors. This will not only improve the differentiation of short video content creation but also build students into an "environmental talent", which can improve students' employability.

The content effect can have a significant positive impact on employment. This part mainly starts with the content of green ecology integrated into short video production. It can be seen that integrating green ecology into short video production, on the one hand, can enhance students' ecological awareness and sense of responsibility, which is conducive to establishing their own environmental image. On the other hand, sustainability and environmental protection promote students' character building, from which students can learn to respect nature, respect needs, have friendly coexistence, and other concepts. In this way, when facing future workplace employment difficulties, academics can always maintain an objective and fair perspective to solve problems and better develop their working life. Such an attitude and personal qualities



will help students' employment greatly. Meanwhile, integrating green ecology into short video production gives students the possibility of thinking about wireless, which helps students improve their enthusiasm and motivation for video creation to enhance their innovation and entrepreneurship ability for employment.

The incorporation of green ecology into the curriculum of short video production will have a significant positive impact on the employment situation, thus promoting teaching innovation. It is evident that the introduction of the green ecology concept brings forth fresh ideas and perspectives to inspire students to create short videos, thus offering them a new way to approach their creative endeavors. The industry currently has a great demand for green and environmentally friendly talents. Students who possess these talents are more likely to be employed in the workplace. In this way, as students are more motivated to learn in school, professional skills are better developed. As a result, companies will also be more favorable, increasing employment likelihood.

The incentive to create does not affect the employment situation. Although most students hope to receive more awards or bonuses, most still hope to establish the concept of lifelong learning, environmental protection, and green development rather than just for awards. These students who put good attitudes and concepts first can make the company feel that its correct values are correct to recognize their professional attitude, which also affects students' employment to a certain extent.

## **5. Discussion**

### **5.1 The method of integrating the green ecological concepts into short video production classroom**

In the college short video production classroom, there are many ways to establish the green ecological concept and standardize the curriculum. Firstly, teacher guidance and direction: Teachers can effectively impart the importance of living in harmony with nature and the concept of low-carbon and energy-saving life to their students through the use of case studies, storytelling, and interactive discussions in the classroom. Meanwhile, teachers can also guide students to deeply explore and convey the concept of green ecology by creating short videos aiming to improve students' environmental awareness and creative ability. Secondly, course content design: In the design of course content, the concept of green ecology can be integrated into all aspects of the course. For example, regarding topic selection, script, shooting, post-production, etc., students can be guided to pay attention to green environmental protection, social responsibility, and cultural inheritance. At the same time, relevant professionals and social organizations can be invited to explain environmental protection knowledge and practical experience to students as a way to broaden their horizons and knowledge. Thirdly, the construction of evaluation mechanism: The concept of green ecology and innovation ability can be incorporated into the evaluation index system in constructing the evaluation mechanism. In this way, through practical assessment and project display, students' creative enthusiasm and environmental awareness can be stimulated, which can improve students' comprehensive quality and innovation ability.

By establishing the green ecological concept and standardizing the curriculum in the short video production classroom in colleges and universities, students can gain more comprehensive learning experiences and development opportunities, while also promoting the sustainable development of society and the environment.

### **5.2 Methods of integrating green ecological concepts into short video production content**

By incorporating green ecological concepts into short video production content, students can gain a competitive edge in the job market. The following are several ways of integration: First, integration of green ecological elements in script arrangement:

When it comes to short video scripting, teachers should emphasize the selection of themes and plots with green ecological elements, such as videos related to sustainable development, environmental protection, and low-carbon living. This will enable students to create short video works with a strong sense of social responsibility and environmental awareness. Secondly, video shooting with green ecological elements: In short video shooting, attention can be paid to the

selection of harmonious natural scenes, such as landscape gardens, nature reserves, green parks, etc., so that students can feel the beauty of nature and the concept of harmonious coexistence between nature and human beings in the creation of short videos. Also, natural sounds can be used in the shooting process, such as birdsong, water flow, rustling of leaves, etc., to create a more natural and realistic atmosphere. Thirdly, the production and application of environmental protection materials: In the production process of short videos, eco-friendly materials can be used. For example, using eco-themed soundtracks, animations, subtitles, etc., can make short videos created by students more environmentally conscious and socially responsible. Meanwhile, environmental protection knowledge and environmental protection actions can be promoted in the short video as a means to stimulate the viewers' environmental protection awareness and actions.

## References

- [1] Chen, M., Zhang, Y., & Xue, Y. (2021). Research on the Integration of Ecological Civilization and Short Video Communication under the Background of the "New Era". In 2021 3rd International Conference on Education, Management and Social Science (ICEMSS 2021) (pp. 34-40). Atlantis Press.
- [2] Li Y., Li Y., Li L., & Tian L. (2020). Research on the integration of green concept and short video production in vocational education under the background of sustainable development. *Journal of Intelligent & Fuzzy Systems*, 39(4), 5007-5014.
- [3] Chen J, & Li Y. (2021). Exploring green video production in the era of sustainability: A case study of green video production for environmental protection. *sustainability*, 13(1), 323.
- [4] Han D, & Wang Z. (2020). Sustainable video production and dissemination for environmental education: A case study of the "three waste" educational video in China. *sustainability*, 12(20), 8695.
- [5] Holub M, & Rist V. (2021). Ecological film production: The state of the art and new trends. *sustainability*, 13(7), 3691.
- [6] Yang X., & Cheng J. (2021). Application of green video production in tourism marketing. *Journal of Environmental Management and Tourism*, 12(1), 1-11.
- [7] Xu MJ, Zhao XB.. Research on the teaching mode of online video creative media [J]. *Science and Technology Information*, 2020, (24): 88-89.
- [8] He R. The application of short video production in college students' employment during the epidemic [J]. *Science and Technology Information*, 2021, (1): 155-156.
- [9] Zhang FF, Lin Q. Research on the application of short video in college students' entrepreneurship [J]. *Science and Technology Information*, 2020, (18): 144-145.
- [10] Li L, Chen M. The use of green ecological concept in short video production [J]. *Advertising Research*, 2021, (1): 88-89.
- [11] Li Y., Zhang L. Research on the creative use of short video creation in the new media era [J]. *Science and Technology Information*, 2020, (23): 158-159.
- [12] Zhao J, Xie XF. Exploring the application of short videos in students' vocational literacy training [J]. *Modern Educational Technology*, 2020, (6): 168-170.
- [13] Wang L, Wang J. Research on the influence of short video creation on the cultivation of college students' vocational ability during the epidemic [J]. *Modern Educational Technology*, 2020, (9): 144-146.
- [14] Liu N. Ecological civilization criticism in the short video era [J]. *Journal of Hunan Institute of Technology (Social Science Edition)*, 2021, 25(5): 85-90.
- [15] Ma TY, Liu SZ. Application and Development of Environmental Protection Concept in Short Video Production [J]. *Journalism and Communication Research*, 2020, (3): 83-89.
- [16] Zhang FX. Environmental education and ecological values cultivation in short videos[J]. *Science and Technology Perspectives*, 2021, (2): 63-64.
- [17] Wang WH. The Cultivation and Dissemination of Environmental Protection Awareness in Short Video Creation[J].

Journal of Guangzhou Light Industry School, 2021, 36(3): 88-91.

[18] Li Q. The Dissemination and Promotion of Ecological Civilization Awareness in Short Video Production [J]. Journal of Beijing Institute of Economics and Management, 2021, 10(1): 96-100.

**About author:** Wang Yiwen (1987.1—) female, Han nationality, from Shantou City, Guangdong Province, doctoral candidate; Unit: Guangzhou South China Vocational College of Commerce and Trade, South Korea Sehan University. Job Title: Lecturer. Research interests: design education, design communication.

**Project Source:** Philosophy and Social Sciences Project of Guangdong Province General University Young Innovative Talents Project in 2022; Project Title: Integrating the Concept of Green Ecology into the Production of Short Videos in Vocational Colleges and Universities to Support Research on Student Employment During the Epidemic; Project Number: 2022wqncx276