Reform and Implementation of Output-driven Research-based Teaching Model for Animation Majors

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Abstract: No matter in Europe, where higher education emerged, or in different stages of Chinese higher education, universities are faced with the important mission of teaching and scientific research. Research teaching is the purpose of university education and an important form of organically integrating and realizing the basic functions of modern universities, such as talent cultivation, scientific research, social service, cultural inheritance and innovation, which is of great significance for the development of society, the development of universities, and even the development of teachers and students as individuals. This study relies on the Digital Content Research Center of the college to combine research-based teaching and teaching of animation majors. Through the implementation of research-based teaching, the output-driven, input-enabled hypothesis is used as the theoretical root to cultivate students' active problem-solving thinking ability, thus promoting the real occurrence of student learning.

Keywords: Research-based teaching; Output-driven; Teaching mode; Animation major

Research-based teaching mode is a realistic demand for cultivating applied innovative talents and the development trend of higher education teaching mode. The application of research-based teaching has a certain foundation in colleges and universities, which provides a theoretical basis for this study. However, for the application-oriented colleges and universities, the research and practice related to the research teaching of animation majors are less. Therefore, it will play a positive role in reforming the talent training mode, seeking the differentiated development path and condensing the professional characteristics of animation majors in local colleges and universities.

1. Research Teaching Purpose

As a teaching practice for animation majors in applied universities, this study designs the classroom teaching process as a scientific research process with the following teaching objectives:

(1) Creating a research-teaching classroom: making teaching a concrete practice of research. Guided by teaching objectives, students are trained to conduct research with the help of real, virtual, or a combination of both research projects, while output is used as a driver to present and publish their research results. Let research provide guidance for teaching and learning, focus on developing academic inquiry skills, and lay a solid foundation for lifelong learning.

(2) To form a science and education community of teachers and students, enhance the exchange of tangible and intangible knowledge, and support the high-quality talent cultivation of animation majors in local universities with scientific research. Form a

science and education community to deepen and innovate teaching knowledge through output, feedback, and innovation. Through tangible and intangible exchanges, a virtuous cycle of teaching and learning is formed, and teaching and research grows together.

(3) Cultivating the ability of students to conduct research studies. As far as the teaching level in talent cultivation is concerned, integrating scientific research into teaching increases students' willingness to participate in research studies, improves students' initiative to participate in research studies, and enables students to truly absorb the results of scientific research and apply them through the implementation of research-based teaching, cultivating college students' practical, cross-border and innovative abilities.

2. The Practical Path of Research-based Teaching to Improve the Quality of Education

First of all, a teaching system for animation majors is formed based on the "input-promoted and output-driven hypothesis" proposed by Professor Wen Qiufang. The student main body advocates that all teaching activities should serve students' effective learning and promote students' learning; the learning-use integration advocates learning while using and reinforcing learning through refining small output goals; on the basis of this teaching concept, three teaching hypotheses are proposed, which are output-driven, input facilitation and evaluation for learning.

Secondly, output-driven reverses the traditional teaching sequence of input first and output second, providing learners with targeted input when they encounter difficulties in trying to output, and absorbing and applying the input effectively; input facilitation is closely related to output-driven, emphasizing that the input after output-driven needs to be relevant, learnable and facilitative, and using the input to effectively match with the output task; Assessment for learning advocates that teaching should be combined with assessment for learning and assessment for teaching, and that students should be assessed with purpose and focus to strengthen the learning effect. The teaching process is built on the basis of teaching philosophy and teaching hypothesis, a teacher-led, teacher-student co-constructed iterative cycle chain consisting of drive-facilitation-evaluation, and a research-based teaching approach with input forcing output, thus promoting effective learning of implicit and explicit knowledge of animation students.

Finally, by providing an open communication environment and adopting diversified evaluation methods to encourage students' innovative spirit; by cooperating with teachers and students to explore problems, research and solve them, thus continuously and deeply promoting teaching ontology practice and enhancing teaching effectiveness through dynamic research on the teaching process of animation majors in local colleges and universities, so as to better perform the function of cultivating talents in university education.

3. Effectiveness of Research-based Teaching

(1) It promotes the renewal of teaching methods and approaches, changes the traditional course teaching mode, forms a new concept of course system construction; introduces the innovative theoretical view of science and education integration, deconstructs and reconstructs the course, breaks the boundary between teaching and scientific research fragmentation, transforms the course in the direction of frontier and interactivity; improves the scientific research literacy of college students, and realizes the organic unity of course system construction and talent training target orientation.

(2) The cutting-edge of teaching contents and the interactive nature of teaching process are enhanced. The improvement of scientific research depends on the continuous accumulation of teaching materials, and the expansion of teaching contents also depends on the strong support of scientific research. Teachers and students are the science and education community, and intangible knowledge mainly exists in the research collective and the teacher-student relationship in the science and education community. The integration of science and education promotes a virtuous cycle of teaching and learning academic research continues to deepen and is more conducive to shallow classroom teaching. This will cause more interest and higher participation rate of students, and the effect of teaching and learning is more prominent.

(3) It trains and enhances students' research awareness and ability. Bringing scientific research problems related to the course into the classroom or introducing some cutting-edge information on scientific research related to the course can stimulate students' interest in and awareness of research; while learning groups formed in the form of research problems can train scientific research ability well

through the process of reviewing data, discussion and research. In the process of integrating science and education, teachers and students establish the habit of thinking and dialogue, and teaching and research grow together.

Conclusion

By exploring the practical path of research-based teaching to improve the quality of education, we advocate input-enabling and output-driving in the teaching process of animation majors. From the perspective of teaching process, output-driven is more internally driven than input-driven, because output-driven facilitates learners' use of language knowledge and also motivates them to learn new knowledge. The curriculum reform through the perspective of science-education integration makes scientific research provide guidance for teaching and teaching become the concrete practice of scientific research, which meets the current development needs of internationalization and openness of Chinese higher education and has good practical application value in the new era of quality upgrading and popularization of higher education.

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