

The Application of Project-Driven Method in the Teaching of Broadcast and TV Directing Specialty: Taking the Shangrao Red Culture Microfilm Creation Project as an Example

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Abstract: The project-driven method is derived from the "dual system" education model, which focuses on the cultivation of students' key competencies through the implementation of a complete project by teachers and students. The project-driven teaching method has a clear teaching orientation, and the application of the project-driven teaching method in the teaching of the practical courses of radio and television choreography in universities can test students' mastery of professional skills and familiarity with the project production process. The project process is divided into seven implementation steps: project selection, pre-planning, project investigation, preliminary planning, production, communication of results and evaluation of activities.

1. Introduction

The project-driven approach comes from the "dual system" (a form of vocational education in which students receive practical skills training in enterprises and theoretical training in schools), which focuses on the development of students' key competencies through teaching activities in which teachers and students work together to implement a complete project [1]. The theory has been developed continuously since the behaviourist learning theory was put forward by Watson in the late 19th century on the basis of the behavioural stress theory, and after the cognitive theory was mentioned in the mid-20th century, the constructivist learning theory was put forward in the late 20th century on the basis of the cognitivist learning theory, and after nearly 30 years of empirical testing, constructivist learning theory has proved to be highly effective and feasible. Based on Piaget's constructivism and Dewey's pragmatism, the theory links education and practice while guiding students to process and process new information based on previous learning experiences.

The project-driven method takes the project as the teaching unit, and decomposes the project into a series of tasks, which include knowledge points, thus breaking the limitation of the textbook knowledge arrangement. Therefore, the project-driven teaching method has a clear teaching orientation, and the application of the project-driven teaching method in the teaching of the practical courses of broadcasting and tv directing majors can test students' mastery of professional skills and familiarity with the project production process, strengthen the cultivation of applied talents in broadcasting and tv directing majors, comprehensively enhance students' employability

and practical ability in the posts of directing, videography and editing, and is conducive to enhancing students' innovative, and also conducive to enhancing students' innovation and entrepreneurial ability and building an aesthetic system. In the context of education reform, the project-driven method better meets the market demand for the training of talents in broadcasting and television directing, strengthens the close integration of industry-university-research projects, and comprehensively improves the professional level and practical ability of university students. In the context of promoting the red culture of the times, relying on the project-driven method, and with the advantage of the platform of joint training of school and enterprises, the Shangrao red culture microfilm creation project is used to stimulate students' enthusiasm for filming and creation, so that students can enhance their ability to posing problems, analyse problems and solve them in the process of actual project production, and focus on cultivating students' professional practical ability and social market adaptability.

2. The Necessity to Apply the Project-Driven Approach in Teaching Microfilm Creation Courses

With the advancement of technology and the development of information media, from newspaper to screen, the media industry has been upgraded with the integration of digital technology, and the relationship between content and technology is constantly changing, prompting huge changes in the media industry, which means that the market needs media practitioners who are up to date and can keep up with the times. This means that the market needs media professionals who are up to date and can keep up with the times. However, universities are failing to adjust their curriculum to meet the current market demand, making it difficult to train broadcasting and TV directing talents to meet career needs.

Microfilm creation is a core course that combines theory and practice around the creation of microfilms, so this course has a very strong practical character. Practical teaching should be the basis for teachers to carry out teaching, and occupy a large proportion in the whole teaching process. However, due to the influence of the traditional teaching concept of emphasising theory over practice, the curriculum of microfilm creation course is arranged in such a way that theory is separated from practice. The teacher's role as a knowledge transmitter is weakened in the practical process, and the teacher is unable to follow up on the students' creative process. This results in a relatively solid grasp of basic knowledge, but practical skills remain at a low level. This is contrary to the aims of the course.

To achieve this goal, a more practical teaching method must be used. Project-driven teaching is to take the project as the main teaching content, and to produce works as the goal, combining theory and practice in the teaching process, from practice to theory, allowing students to sublimate from perceptual understanding to rational understanding, and then rise to the height of practice, to achieve the transformation from skills to abilities. Therefore, it is necessary to apply it in the practical teaching of broadcasting and television directing specialty. The project-driven approach helps students transform from theory to practice, and assists them in building a social cognitive system based on textbook knowledge, so as to enhance their professional practical skills and lay a good foundation for their subsequent development.

3. The Application of Project-Driven Method in the Teaching of Microfilm Creation in the Shangrao Red Culture Documentary Project

3.1 Process Design for the Implementation of the Shangrao Red Culture Microfilm Creation Project

In 2002, Liu Jingfu proposed a general model of project-based learning (PBL) in his research on the PBL model, dividing its implementation steps into six basic steps: selecting a project, developing a plan, exploring activities, producing work, communicating results and evaluating activities [2]. Subsequent attempts to apply the project-driven approach in courses in different disciplines have continued to grow, and their application models have been refined and enriched on the basis of Liu Jingfu's research. In 2009, Wu Tong from Beihang Normal University applied the project-driven method to information technology teaching, expanding the steps to seven and adding "teachers and students jointly specify the evaluation content and criteria" [3]. This model has been refined. In the project-based learning process, the emphasis is always on student-centred teaching, with the teacher providing guidance, help in co-ordination and monitoring, giving full play to the advantages of "teacher-led, student-centred" teaching.

Based on the above model, and taking into account the characteristics of the microfilm creation course and the integration of the local red culture, the project process is divided into seven implementation steps: project selection, project planning, project investigation, pre-planning, production of work, communication of results and evaluation of activities. (Figure 1) The relationship between teacher and student, and the relationship between student and student in the traditional teaching model is transformed in this session. Both teacher and student are in the main position, student and student are in a cooperative relationship, and groups are in a competitive relationship.

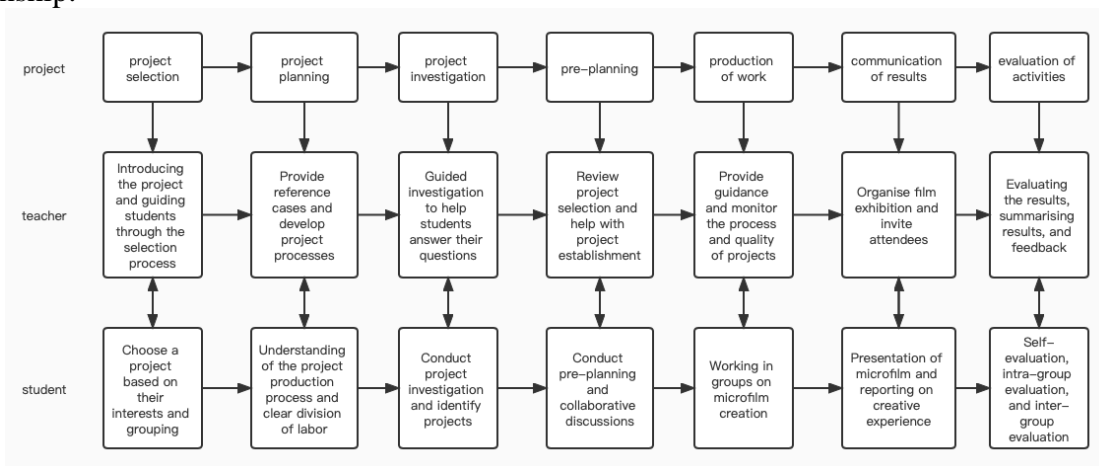


Figure 1: Flowchart of the Shangrao Red Culture Microfilm Creation Project

3.2 Implementation Process of the Shangrao Red Culture Microfilm Creation Project

3.2.1 Project Selection

The selection of projects in the project-based learning process is the key to effective learning, and the composition of a reasonable project group is the basis for successful completion of the project. Therefore, in this session, it is necessary to determine the project theme of the microfilm creation course as well as the length, content and quality requirements of the microfilm created, and then group students according to the project theme. As Shangrao is located in a revolutionary area

of Jiangxi, it has a lot of red cultural resources, which can provide practical material for creating microfilms of red culture, so the course is designed around the "Shangrao Red Culture" microfilm creation. Firstly, the teacher introduces the project, using pictures, text and videos to give a detailed introduction to the topic of "Shangrao Red Culture" and help students understand the project. While teaching, the project is complemented by a large number of clips of red ideology and political films, so that students can understand the meaning directly through watching them; some local historical and cultural stories and revolutionary events can be introduced, such as some local revolutionary relics, revolutionary descendants; and some excellent local video works can be recommended to guide students' interest and stimulate their enthusiasm for learning.

Students divergent thinking based on the topics provided and choose their own projects of interest. Whether or not students are interested in the topic determines their motivation and commitment to learning, their initiative and their level of participation. The teacher makes initial groupings based on students' interests, keeping the group size to around 4-6 students, forming approximately 7 creative learning groups in a class. Each group completes a 5-minute microfilm based on the theme, with the final submission consisting of a video, a script, a storyboard and a promotional poster.

3.2.2 Project Planning

The planning process includes a detailed schedule of learning time and a plan of practical activities. The schedule is a general plan of the learning time required for the project, with a detailed timeline. In microfilm creation, teachers need to teach students the skills of microfilm creation, including scripting, videography and editing, etc. Both the teaching time for this knowledge and the practical time for students need to be well planned. Activity planning means that students plan their microfilm production in advance for the activities involved in project-based learning, roughly divided into three stages: pre-production scripting, mid-production filming and post-production editing.

At the previous stage, a creative learning group of 4-6 students has basically been formed. At this stage, teachers need to divide the work according to the students' own characteristics and expertise, and develop the students' corresponding abilities in a targeted manner. A group generally needs to identify a student with strong general skills as director, a scriptwriter, and two camera operators and a post-production person.

3.2.3 Project Investigation

Project investigation is a central part of project-based learning. This component consists of two steps, the first step is to come up with an effective solution to the problem and the second step is to implement the solution, in which the majority of the students' knowledge content and skill acquisition is completed. This process is in line with discovery learning theory. John Bruner believed that acquiring knowledge was a process, not just a result. The process of education is a part of inspiring students to discover, and he believed that students should use the materials at their disposal to research and ultimately solve in their own way, which would allow them to acquire knowledge by their own actions [4]. Students are expected to discover what they are learning for themselves, to participate in the construction of a system of knowledge structures, and to continuously develop the ability to discover knowledge and intellectual excellence, rather than memorise what is written in teachers and textbooks.

In this process, students are encouraged to use a variety of methods of independent inquiry, either on their own or in groups, until the learning task is completed. Firstly, viable solutions to problems are based on independent learning and in-depth analysis of the problem, and students need

to learn the relevant knowledge and skills as well as conducting extensive, in-depth research to develop a group understanding of “Shangrao Red Culture”. (such as collecting relevant information on the internet, searching for historical preserved audio-visual materials, obtaining relevant information through individual interviews, etc.) This is followed by a group discussion to revise and optimise the project. The implementation of solutions is usually done collaboratively by the group members and during this process feedback needs to be collected and reflected upon frequently. Modifications or adjustments are made to the problem solving solution as necessary. The teacher's main task is to support students in implementing solutions by providing them with tools for independent inquiry, problem solving and collaborative communication, as well as giving them guidance on problem solving and collaborative learning strategies.

The teacher's main role at this stage is to organise and coordinate group activities, monitor the content, progress and effectiveness of the activities, and provide resource, technical and methodological assistance to individuals and groups who need help to ensure that the solutions are effective. Students can be guided to visit nearby red cultural resources such as the Shangrao Concentration Camp Memorial Hall, Fang Zhimin Memorial Hall and Shangrao City Museum, and interview scholars who have red memories and have studied red culture. Driven by a project on the theme of Shangrao's red culture, students will take the initiative to receive the red culture, take up the historical responsibility of passing on the red gene, and promote and spread the red culture and red spirit. After fully understanding Shangrao's red culture and the spirit of revolution, the microfilm works will then be created.

3.2.4 Pre-Planning

The group has gradually formed its own understanding of "Shangrao Red Culture" in the previous three stages. On this basis, each group needs to clarify the theme of their microfilm and report on the theme they have explored. Before the presentation, the group should complete a pre-planning PPT, which should include: topic, idea, background, reference cases, story outline, division of labour among team members, filming arrangements, equipment, etc. The teacher can judge the reasonableness, innovativeness and watchability of the group's choice of topic through the first five items, and then judge the feasibility of the group's filming through the last three items. During the class, the group will present their pre-planning to the teacher and all students, expressing the arrangements for each group's microfilm creation. After the presentation, the teacher comments on each group's pre-planning, expresses opinions and views on each selection, and directly puts forward modification requirements and opinions for groups with problematic selections to help students determine their filming plans in time.

3.2.5 Production of Work

According to the American Johnson brothers, cooperative learning is the use of small groups in teaching where students work together to maximise their own learning as well as that of others [5]. According to Professor Slavin of Johns Hopkins University in the USA, cooperative learning is a classroom teaching technique that enables students to engage in learning activities in small groups and receive rewards or recognition based on their performance as a whole group.

At this stage of production, students are brought together through a project to learn and work together to complete the project, fully reflecting the student-driven, product-centred and collaborative communication characteristics of the project-driven approach. Students work in teams on script writing, filming and post-editing in conjunction with the practical course content. When working in teams, students are often divided up according to their specific strengths. This division of labour helps students to understand themselves and to reflect their individual responsibilities and

values within the overall project team, thus facilitating the advancement of the project. In the scriptwriting process, the scriptwriter and director take the lead, with the other students working together to complete the text of the script and the storyboard. Once the script is available, the group makes a shooting plan and each team member begins preparations such as selecting actors, choosing locations, renting equipment and setting up scenes. Once all the preparations have been made, it is time to shoot and edit according to the plan and the storyboard.

On the one hand, teachers need to keep an eye on students' creative progress, understand their creative situation, provide guidance on problems that arise in the creative process, and provide the necessary resources and technical support. On the other hand, teachers need to control the quality of students' productions, especially during the shooting sessions, going to students' shooting sites, supervising or guiding students in mise-en-scene, and helping each student to improve their shooting skills.

3.2.6 Communication of Results

The exchange of results can take various forms, such as exhibitions, presentations, debates, mini-competitions, etc. In addition to the school leaders, teachers and students, there may also be guests from outside the school, such as parents, teachers and students from other schools, as well as leaders and experts from higher education authorities [6]. A film exhibition was used to share the results of the microfilm creation project, which was organised by teachers who invited college leaders, professional teachers, students, and industry practitioners from outside the college to attend. A total of seven works were produced during this phase of the project, each of which resulted in a poster and promotional copy. Before the film exhibition, the students edited and published the film's promotional copy on the College's public website. After a microfilm screening, the creative team will present their works and share their creative experiences on stage.

3.2.7 Evaluation of Activities

The assessment of learning in project-based learning is done jointly by the teacher and the students. Not only is the assessment of outcomes important, but also the assessment of the learning process is emphasised. A good combination of quantitative and qualitative assessment, formative and summative assessment, assessment of individuals and groups, self-assessment, and assessment of others is truly achieved.

Students carry out self-evaluation, group evaluation, and inter-group evaluation. The teacher announces the project program evaluation gauge to the class in advance and takes the students through the evaluation criteria of the gauge and the criteria for scoring each group. The groups can raise any objections to the evaluation gauge and the teacher should encourage the students to develop the gauge together. The evaluation is based on six latitudes: contribution, quality of work, time management, problem-solving, attitude, and effectiveness of cooperation. There are four levels of scoring: 1, 2, 3, and 4. Once the evaluation scale has been defined, each group gives each group a score based on the scale and finally submits the score form to the teacher, who summarises it and calculates the self-assessment and mutual assessment scores of each group.

The teacher's evaluation includes the idea of the project, the innovation of the work, the quality of the work, and the student's performance, and the final grade is given after the students' mark forms have been combined. The results and comments are given back to the students in time after the class. Teachers need to summarise their experience of the course and progressively improve their teaching program in future course practice.

4. Conclusion

Through classroom observations, it was found that in this case study, the students slowly changed from initially lacking the awareness of cooperation and not being able to cooperate to actively and positively cooperating and mastering the skills of cooperation, and eventually, it was found that the students' cooperation skills had improved greatly, including their cooperative attitudes, cooperation skills, and cooperative learning outcomes. Secondly, compared to traditional teaching methods, the project-driven teaching method effectively increases students' motivation and initiative, strengthens their professional practice, enables them to learn to identify and solve problems, enables them to better adapt to the workflow of enterprises, improves their competitiveness and realizes the role change from student to media practitioner. At the present stage, project-driven teaching methods are actively applied in the teaching process in many prestigious schools in advanced countries, which is beneficial to the effective conversion of students' textbook knowledge to the path of social productivity and the implementation of the idea of "learning to apply". The project-driven approach has a high practical character and is fully in line with the learning needs of broadcasting and television directing students, so it is of positive significance to apply the project-driven approach in the practical teaching of broadcasting and television directing majors.

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