

Thoughts on the Teaching Practice of Film and Television Advertising Course Based on OBE Concept

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Abstract—Nowadays, with the development of economy and the prosperity of society, the media industry has developed rapidly, and many substantive changes have taken place in the form of expression and the standard of judging the merits and demerits of film and television advertising. As a related teaching system to train future film and television advertising creative talents, it is needed to keep pace with the times and create more and better teaching ideas and teaching methods according to the needs of practical development. In the teaching of film and television advertising course, it is tried to introduce the OBE concept, try a new teaching scheme, explore the course teaching mode with students as the main body and the cultivation of applied innovative talents as the goal, and put forward some concrete ideas and suggestions for reference. It is expected that the teaching concept, teaching content and teaching strategy of film and television advertising course will be systematically reformed.

Keywords—OBE concept; film and television advertising course; teaching practice

I. INTRODUCTION

As a compulsory course of digital media art major, film and television advertisement course aims to enable students to learn creative methods of film and television advertising, audio-visual expression art and film and television production technology through theoretical and practical teaching, so as to have the ability to independently create film and television advertising. Under the general education mode, this kind of professional course often takes the teacher explanation as the main body, sets the virtual subject, the student groups according to the request to carry on the creation, and then carries on the creativity and the production revision through the teacher's explanation, this kind of traditional teaching mode is difficult to really realize the application-oriented talent training goal. In the teaching of film and television advertising course, the OBE concept is thought about and introduced, and explore the innovation of course teaching practice with students as the main body and the cultivation of applied innovative talents as the goal.

Outcome based education(OBE), As an advanced educational concept, after being put forward by Spady et al. in 1981, it was quickly valued and recognized by the international education community, and has become the

mainstream concept of education reform in the United States, Britain, Canada and other countries. The OBE concept focuses on four issues: what are the learning results that students want to achieve; why they should be allowed to achieve such learning results; how to effectively help students to achieve these learning results; how to examine whether students have achieved these learning results, and how to continuously improve the teaching effect by comparing the teaching content and the correlation matrix of teaching links.

In OBE system, educators must have a clear idea of the ability and level that students should achieve when they graduate, and then seek to design a suitable educational structure to ensure that students achieve these desired goals. Student output rather than textbook or teacher experience has become the driving force to drive the operation of the education system, which is obviously in sharp contrast to the traditional content-driven and input-oriented education. In this sense, OBE model can be regarded as an innovation of educational paradigm. This paper holds that the OBE concept studies the composition and training ways of students' overall ability, business ability supported by expertise (hard ability), self-development and social adaptation (soft ability), especially attaches importance to the cultivation of soft ability. The OBE concept is good at combining theory with practice, guiding students to learn in practice, paying attention to talent training to serve the development of industry and local, daring to go out of school, explore the road of co-construction with the enterprises, and cultivate the "marketable" talents together.

II. CURRICULUM TEACHING DESIGN BASED ON OBE CONCEPT

In the process of teaching design, it is necessary to first formulate the teaching framework and links according to the overall level and ability of the students, and evaluate them at the right time, and then guide the teaching according to the individual differences of the students, so as to accurately master the learning state of the students and correct the teaching in time. OBE requires the teaching unit to make clear the learning results, cooperate with the individualized learning requirements, let the students complete the challenge of self-realization through the learning process,

and then feedback the results to improve the original curriculum design and curriculum teaching. OBE requires the teaching organization unit to make clear the learning results, cooperate with the individualized teaching requirements, let the students complete the challenge of self-realization through the learning process, and then feedback the results to improve the original curriculum design and curriculum teaching.

In concept, OBE is a student-oriented philosophy of education; in practice, OBE is a training model focusing on what students acquire and what they can do after receiving education; in terms of method, OBE requires that all educational activities, educational processes and curriculum design be carried out around the realization of the expected learning results.

Curriculum design and teaching should define the final learning results that students can achieve after completing the study, and let the students focus on these learning results. Both teaching design and teaching feedback are guided by learning results, and teachers and students work together to achieve them. Curriculum design and teaching should also take into account the individual differences of students and set up learning results. Then take the ultimate goal as the starting point, reverse carries on the curriculum design, carries on the teaching activity. Curriculum teaching design and learning achievement are the relationship between design and reverse design. The starting point of teaching is not what teachers want to teach, but what students need in their learning results, and revise the curriculum design according to the feedback of teaching results.

III. EXPLORATION ON THE TEACHING OF FILM AND TELEVISION ADVERTISING COURSE UNDER THE OBE CONCEPT

This paper considers introducing the OBE concept in the teaching of film and television advertising course, and explore the new teaching idea and mode of film and television advertising. After three rounds of course teaching practice, the teaching effect and students' learning achievement have been obviously improved.

A. Determining the Teaching Objectives According to the Learning Results That the Students Need to Achieve

The teaching of film and television advertising course under OBE mode should keep up with the development demand of market and industry. The teaching goal of teachers is to teach and guide students to create film and television advertising works that meet industry standards and norms and which are creative and expressive and can be applied to the market (hard goal). At the same time, it is necessary to cultivate students' organizational coordination ability and team cooperation ability in the course learning (soft goal).

B. Setting up the Teaching Content on the Basis of How to Help Students Obtain Learning Results

The content setting of film and television advertising course teaching practice based on OBE concept embodies three characteristics: pertinence, flexibility and openness.

Teachers introduce the TV advertising projects of the TV station, the commercial advertising needed by the advertiser and the national film and television advertising events into the course teaching, and set up a market-oriented platform for the students. The course content is based on the advertising theme, brand tonal, communication purpose, communication object and so on, and has the pertinence with the market.

Two or three students form a film and television advertising creation team, which can choose the proposition within the scope of the film and television advertising proposition provided by the teacher or the commercial advertisement undertaken by themselves to study and create the film and television advertisement. Because students choose to create different propositions, so the teaching content is set on the basis of unified theoretical teaching, practical teaching section has greater flexibility.

In the process of film and television advertising creation, students not only need to master the knowledge and skills of film and television art and production technology, but also need to understand the knowledge of social culture, product marketing, mass psychology and so on, so the setting of teaching content has the characteristics of openness. Teachers encourage students to give full play to subjective initiative, make use of books, electronic materials, MOOC and other rich learning resources, through autonomous learning to obtain knowledge.

C. Carrying out the Teaching Strategy Based on How to Create Film and Television Advertising

The teaching of film and television advertising course is carried out around the creative method + artistic expression + technical realization + application of results. The whole teaching process is divided into four parts.

1) *Idea generation and copy writing stage*: In this part of teaching, teachers mainly introduce the creative methods and means of film and television advertising to students. Through appreciation, analysis and discussion of a large number of excellent film and television advertising works with different themes and ideas at home and abroad, teachers can guide and inspire students to learn and apply film and television advertising creativity. After the selection of advertising, the students carry out simple market analysis and investigation, and then, after group discussion, classroom report, teacher and student discuss, modify and form advertising creative and complete the writing of advertising copy.

2) *Shooting script production stage*: Students make film and television advertising shooting script on the basis of advertising creativity and copy. Teachers can explain the rules and skills of film and television advertising shooting

script making to students by analyzing excellent film and television advertising shot by shot. Students should consider the use of audio-visual language, the choice of shooting site and other factors in the making of film and television advertising shooting script.

3) *Shooting stage*: According to the needs of advertising, the student creative teams choose the shooting sites, and take the shooting script as the basis to shoot one by one, and teachers go to the shooting sites to guide the students. After discussion between teachers and students, some shots need to be retaken and remade, so as to ensure that the footage shot by students should be artistic and expressive, and meet the needs of post-production of film and television advertisements.

4) *Post-production stage*: After rough cutting, teachers and students discuss the production effect and put forward Suggestions for improvement. After fine cutting, color adjustment, adding special effects, subtitles, music, finally, a complete film and television advertisement is output. Each production team displays the film and television advertisements in the classroom. After the teacher comments and the group mutual evaluation, each group summarizes and reports the revision ideas, and further fine-adjusts and optimizes the post-production of the film and television advertisements, and strives to achieve the best results.

D. Testing the Teaching Results with the Degree of Approval of the Works

The social recognition of film and television advertising works is the most direct and effective test of students' learning results and teachers' teaching results. The film and television advertising works made by students win the prize in the competition, are adopted by advertisers, and expropriated by television stations are the greatest recognition and encouragement to teachers and students. Teachers should also actively invite industry experts to analyze and evaluate students' works, sort out and sum up feedback opinions in time, and according to the feedback of teaching results, compare the teaching content with the correlation matrix of teaching links, revise the curriculum design and curriculum teaching, and continuously improve the teaching effect.

IV. SOME THOUGHTS ON THE TEACHING PRACTICE OF FILM AND TELEVISION ADVERTISING COURSE UNDER THE OBE CONCEPT

The curriculum construction of the current digital media art major emphasizes the systematic nature and completeness of the knowledge system, and the teaching design pays more attention to the need to ensure the integrity of the knowledge system, while neglecting the social demand for the development of talents to a certain extent. However, social change, cultural development, industrial upgrading and scientific and technological progress all need the support of talent strength, as well as the rapid response of higher education institutions in talent training. At present, there are

still many weak links in the teaching of film and television advertising courses, which are embodied in ambiguous and ambiguous teaching forms. The teaching goal vision is insufficient, and even dare not propose the experiment teaching and the industry front line conformity. The final result is that the course always stays in the stage of basic verification experiment teaching, and cannot further carry out application and innovative training. In the process of teaching design and implementation, the film and television advertising course under the OBE concept needs to face these weaknesses, boldly carry out application and innovative training, overcome obstacles and connect with the industry.

A. Changing From Teacher-centered to Student-centered Modes

Teacher-centered means that teaching design mainly depends on what to teach, teaching process mainly depends on how to teach, and teaching evaluation mainly depends on how teaching is done, which is the necessity of subject-oriented education. Student-centered mode means that the teaching design mainly depends on what students need to learn, the teaching process mainly depends on how students should learn, and the teaching evaluation mainly depends on how well do students learn: it is the result of outcome-based education.

The student-centered course teaching of film and television advertising is mainly reflected in the teaching objectives determined closely around the results and abilities that students need to achieve; teaching content is designed according to students' film and television advertisement creation needs; criterion of supporting conditions is whether it is conducive to students to achieve the expected creative goals; core of the evaluation is the presentation effect and social recognition of film and television advertising works.

B. Changing From Maintaining Teaching Stability to Continuously Improving Teaching

The teaching of film and television advertising course based on OBE is a process of continuous improvement, which requires the establishment of an effective mechanism of continuous improvement, so as to realize the following functions: It can continuously adjust the training objectives of design teaching and continuously improve the creative requirements of film and television advertising, so as to ensure that they always meet the needs of the industry; it can continuously improve design teaching activities to ensure that they always meet the requirements of OBE.

The teaching improvement of film and television advertising course should be based on interdisciplinary and integrated innovation, and explore the teaching mode corresponding to the teaching development of film and television advertising practice course, explore from the aspects of teaching objectives, basic framework, teaching contents, teaching methods and course assessment. The improvement of film and television advertising teaching activities includes curriculum structure, teacher strength,

support conditions, students' learning opportunities, teaching process and teaching evaluation.

C. Changing from Independent Cultivation to Joint Cultivation

The OBE concept puts forward higher requirements for teachers' teaching and practice ability. The mode of school-enterprise cooperation and joint training with the integration of industry and education is the way to realize the OBE concept. School-enterprise joint training is not only conducive to the reform of film and television advertising teaching practice, but also to the comprehensive reform of the talent training mode of art and design discipline.

School-enterprise cooperation is conducive to the introduction of mainstream technology and advanced equipment into practical teaching in colleges and universities, and to the construction of teaching practice base. It is conducive to realizing the synchronization of professional development in colleges and universities with cutting-edge technologies in the industry, and realizing the win-win cooperation and sharing of resources and information between schools and enterprises.

School-enterprise cooperation is conducive to the formation of mixed teaching team and the improvement of the faculty's business ability, and conducive to the formation of new teaching system. The combination of students' study in school and enterprise practice is conducive to the improvement of talent training quality for the industry and society.

V. CONCLUSION

In order to better meet the needs of the industry and social development, and meet the media challenges in the new Internet era, it is needed to actively promote the reform of film and television advertising curriculum under the guidance of OBE concept, and strive to achieve three changes: change from teacher-centered to student-centered, change from maintaining teaching stability to continuously improving teaching, and change from independent cultivation to joint cultivation. Teaching reform means the beginning rather than the end of an attempt. Teaching exploration and practice closely related to social development and reform are always the most vivid and effective teaching materials. To pursue the continuity and perfection of this practice is the real long-term educational goal.

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