

## A Deep Teaching Reform Scheme in Animation Course

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**Keywords:** Teaching reform, Animation project, Task.

**Abstract.** With the rapid development of digital media education, there are many deep-seated problems. Education workers must pay attention to the problems such as deletion between enterprises demand and students from college education and lack of their own ability. A deep teaching reform scheme in animation course includes implementation of the project in the classroom, the teacher is the leader, the students is the main operator and implement the task responsibility, which can improve the quality of personnel training, shorten the gap between classroom and employment.

### Introduction

In china, the digital media education has developed rapidly in recent years. There are also some good achievements. But, for the hidden blind and utilitarian, some deep-seated problems have brought in the digital media industry.

By 2010, the number of the professional college which has set up digital media or animation related is more than 1280 in china. The number of the specialist professional is nearly 1900. The number of the professional class is more than 3500. The number of junior college students is more than 350 thousand. Each year, the number of Undergraduate and graduate students is about 28000. There are 50-60 thousand people from society training institutions every year. So, the number of seeker about the professional is about 80-100 thousands.[1]

Nowadays the number of digital media technology company is about 120,000 in our country, there are about 60,000 to 70,000 jobs are provided every year by the average for each company needing 5 to 6 new people per year, which shows the supply on human resources for digital media industry has exceeded demand. The unemployment of animation major comes first and is warned by the red card[2], which is accordance with the above analysis, *The Employment Report of Chinese University Students in 2010* reported, which is written by the MyCOS Institute.

The first function of higher education is personnel training. And the cultivating innovative talents of high capacity are the requirement of social development. As digital media professionals in rational regression and stabilization or even decline in the number of candidates, the institute of digital media-related professionals will welcome the trend for the reunion and discipline reform after extensive development over time. As the very important course in the major of digital media, *The Animation Design and Manufacture* plays a significant role for how to guide students in developing thought and stimulating interests in this course.

### The purpose for reforming

*The Animation Design and Manufacture* course held by Shandong Institute of Business and Technology mainly used by the software called 3ds max, it showed the basic knowledge and the process of manufacture of animation .Traditional study is teaching in class and exercising with computer. Although students have been strengthened their practice ability with the teaching reform of "Teaching with practicing" over the years, it has several issues as follow:

The teaching content called “One size fits all” can not teach students according to their aptitude and it causes their potential can not into full play, even though developing for individuation.

Students will forget knowledge has been taught in class without reinforcing practice and systematic study deeply and constantly.

Without practicing items and animation works, students can not build their self-confidence due to their works can not appreciate and approve by business, so the graduate students usually can not join in the job market in reality and the employment of graduates major in digital media technology has fully accounted for this.

From the perspective of course, if you do not adopt new teaching methods, animation program can not exercise students self-learning, practicing teamwork and problem-solving skills like vocational training skills.

## **Reform Content**

After the popularization of higher education stage, adaptive education quality determines the knowledge is not the only evaluation, curriculum reform should reflect the comprehensive requirements of the knowledge, ability and quality. Core and content of curriculum reform is the reform of teaching content, teachers stimulate students' interest in learning how to give students space to think, to guide students to learn how to learn, to enable students to produce a sense of accomplishment, must think about.

Ability to develop independent learning habits and learning to learn, improve their professional integrated operational capability, improve the comprehensive quality of teaching, to create the professional quality curriculum reform objectives by "examples of teaching, project based training in the curriculum reform, team management "approach to reform, mainly reflected in the following aspects:

- 1) Case Guidance, teaching methods task inspectors, contractors and cooperative learning responsibilities combine.
- 2) “Student-body, teacher-led” experimental teaching process.
- 3) Project-based theory with practical application of training methods.
- 4) Participate a high level of competition as teamwork.

## **The program for reform practicing**

According to the company's standard processes and animation knowledge and learning curriculum ideas, including the “curriculum project and task contract responsibility system” into teaching. We abandon the traditional concept of the past, really establish “employment-oriented, competency-centered” concept of modern education. “Project of the course” teaching model advocate “study in doing” to the actual needs of career fields and job group as a starting point for students in direct contact with the actual work projects, experience animation process model, the project tasks integrate animation professional overall teaching, it allows students to work in the real atmosphere is relatively consistent environment, actively construct their own knowledge and ability to form a strict work style, improve their ability to adapt to the job, the specific practices are as follows:

- 1) Establishment of project awareness, forming the project team, project into the classroom

In the beginning of the course, three students form a project team, starting from the basic topics of study until the end of the final project to the team closely, teach and learn. One of them as the project leader, team learning and project progress as process audits tasks and fill in the project recording.

- 2) Teach students according to their aptitude, encourage the development for individuation

For students that have high talent or interesting in the animation, achieving the task classification, after the completion of the task, they can do some strengthen task, which eliminates “ One size fits all “.

- 3) Examples of teaching, the task of the inspectors, task responsibility system

Combined characteristics of the course, a new teaching mode is used in the process of teaching, “using examples to guide”, “practicing while teaching”, which can help students to discover

problems and solve it in time. Under class, everyone do his own task, self-taught and get the task score.

4) Cooperation learning under member's supervision, submit periodic job on schedule

In accordance with the progress of the project topics and the learning stage, planning stage works, each group member needs division of labor, mutual supervision, actively access to information.

5) Improve the project process, create high-quality work

At the end of the course, according to the animation process, improve the work detail, project leader checks to submit the final work. Assessed by the teacher in charge of the teacher team and given the final score.

6) Participate in the design competition, definite orientation

Appreciate the winners' works in the completion, and guide students to actively prepare to gain access to high-level events and get awards, expand their horizons, enhance self-confidence, to pave the way for the employment

7) Assessment methods

According to course content, features and teaching goals, usually not less than 30 % of the total score, 70% of the total score comes from the ultimately animation work. The project leader of the group and teacher assessed the final score.

### Promotion Scheme

Specific implementation methods and results of these university curriculum reform demonstrations have been held to observe the class. Caused the school strong concern and exchanged views with relevant professional teacher. Such computer programs and similar courses can gradually adopt this approach to reform, such as the *Digital Sound Production Technology*, *Computer Aided Geometric Design*, *Video Clips* and so on. Relying on the project, the students can grasp knowledge better, which enhance their confidence in the practitioner and life.

### Conclusion

In the research project implementation process, there have been some problems, such as some students do more work, which exercised each person's ability uneven. Tasks are not the same for each group. Each group respectively guidance and assessment, teacher workload also increases. The used solutions are as follow:

In accordance with the animation process, each member of the group complete their own tasks, assign responsibilities tables, each classroom work and class work are all recorded to ensure that each member has a harvest. At the same time, the team leader's responsibilities increased.

Problems from each set can be solved by the head at first, and then from the other head, finally resolved by the teacher, which can exercise their ability to solve problems, and reduce stress of teachers in the classroom.

3) The selected cases can use the old project, which can guarantee the quality of the work and relieve pressure on the teacher's classroom.

4) Promote the "studio system"[3] teaching model, which can increase communication with students after class and absorb them into the studio. In the teacher's guidance and help, students can work in the animation studio and increase their interest and confidence in the project.

### Reference

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