On Innovative Teaching of Higher Vocational Animation Course under the Background of "Internet+"

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Keywords: Internet+; higher vocational animation course; innovative teaching

Abstract: With the rapid development of Internet technology, people have entered the era of "Internet+". It is now changing the traditional way of work and study. Therefore, under the background of "Internet +", how to realize the organic unity between Internet and animation teaching has become a focus of current higher vocational colleges. In this paper, based on the concept of "Internet +", we mainly study innovative teaching measures of higher vocational animation course under the background of "Internet +".

1. Introduction

At the current stage, to meet domestic demands for animation professionals, most of the higher vocational colleges in China have set up animation courses successively. But due to the influence of the traditional teaching concept, the training effect is not satisfactory. However, with the advent of the era of "Internet +", Internet technology has blazed a new trail for higher vocational animation teaching. For this end, based on micro-class theory, we probe into innovative teaching measures for higher vocational animation course emphatically.

2. The Concept of "Internet+"

The so-called "Internet+" is to add Internet to various industries. But here, they are not simply superposed in function, but deeply integrated using advanced information technology and Internet platform, to form a new development trend [1]. What "Internet +" represents is a new social form, that is, to exert the role of Internet technology in the optimized allocation in the field of social resources, integrate the latest research findings about Internet in various fields, such as economy and education, to enhance the creativity of the whole society. Applying the concept of "Internet+" to the field of education means that all teaching activities are centered on the Internet, i.e., online education. The content is shown in Table 1.

Table 1 Online Education

No.	Content
1	Information sharing
2	Educational equality
3	Long tail aggregation
4	Fragmented learning
5	Data retention and analysis
6	Entertainment and social intercourse

3. Innovative Teaching Measures of Higher Vocational Animation Course Under the Background of "Internet +"

3.1 To reform the teaching content

Under the background of "Internet+", higher vocational colleges should combine the actual content of higher vocational animation course with teaching characteristics of micro-class and reform the teaching content of animation. The details are shown in Table 2. We should pay attention to following four points: first of all, the teaching goal of higher vocational colleges is to cultivate application-oriented talents. The teaching content of animation course should be based on actual knowledge and skill demands of animation technology talents in the current animation industry and balance theoretical teaching with practical teaching properly, to make the course content practical, theoretical and forward-looking and satisfy development demands of the animation industry. Secondly, to achieve the intended goal of Internet+ education and positive role of Internet technology, combined with the characteristics of micro-class teaching and higher vocational college students, we should break down the animation course content, to form an independent yet interrelated knowledge system. Thirdly, when breaking down knowledge points, we should not only separate theoretical knowledge points from technical knowledge points, but also maintain their correlation. Fourthly, when clarifying knowledge points, we should combine the actual demands of animation industry with textbooks, to guarantee the effectiveness of teaching content.

Table 2 the Teaching Content of Higher Vocational Animation

No.	Course Name	Objective
1	New media planning and creativity	To understand the basic process and methods
2	Column design practice	To grasp the basic design technique
3	Digital interactive media practice	To grasp comprehensive knowledge about design

3.2 To change the teaching model

Traditional animation teaching only focuses on teacher's leading role and renders students in a passive state. This kind of teaching model is hardly conducive to the mobilization of students' learning enthusiasm. Therefore, higher vocational colleges should keep changing the teaching model as follows: first of all, to combine instruction with micro videos and enhance the teaching effect by shortening teachers' instruction time and prolonging students' exploration time. It is worth noting that to shorten explanation time doesn't mean cutting back knowledge, but presenting and uploading theoretical and technical knowledge points to Internet platform in the form of micro videos. Students can prepare lessons before class, thus greatly saving classroom time. Students can understand and acquire knowledge more deeply. Meanwhile, their creation awareness can also be significantly improved. Secondly, to use diverse teaching methods to combine micro video, classroom instruction with classroom discussion organically. Micro videos can effectively reduce teachers' teaching burden. Classroom instruction can help students identify important and difficult points, while classroom teaching can help students grasp knowledge deeply. Teachers can also use a variety of new teaching models as shown in Table 3 [2].

Table 3 New Teaching Models

No.	Teaching Model
1	Situational teaching method
2	Game-based teaching method
3	Project teaching method
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3.3 Innovative assessment method

In traditional animation teaching, course assessment still follows previous method, i.e., attendance, staged assessment and final assessment. The student assessment form is shown in Table 4. But in staged assessment, we should add more assessment content of micro videos and consider assignments finished by students according to micro videos as a key object of assessment. This method breaks the limitation of the original model to students' thinking and promotes the DOF of assessment. Meanwhile, it is necessary to clarify the practice content, practice method, assessment content and assessment method of various knowledge points.

Table 4 Student Assessment Form

No.	Assessment Item	Score
1	Attendance	
2	Staged assessment	
3	Final assessment	

3.4 To enrich teaching resources

To meet requirements of the new teaching model, higher vocational colleges must establish sound online teaching resources. The specific content is shown in Table 5.

Table 5 Online Teaching Resources

No.	Teaching Resources	Specific Content
1	Video editing tools	Adobe Premiere
2	Online platform building	Operating system: Linux, server: Apache, programming language: PHP, database: MySQL and applicable APP

4. Conclusion

To sum up, the traditional teaching model of higher vocational animation course can hardly satisfy growing demands for talents in China's animation industry. Therefore, it is a main development trend for higher vocational animation teaching to accelerate the organic unity between Internet and higher vocational animation course.

By using the teaching model of micro-class, we can effectively improve the teaching effect and efficiency of higher vocational animation course and train students' autonomous learning ability and innovation awareness and meet current demands for talents.

Acknowledgement

This work was supported by the Project of Lianyungang Social Science Foundation in 2017.

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