

Research on Teaching Reform Design of *Film and Television Editing and Special Effects Production*

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Abstract: With the rapid development of the film and television industry, the audience's demand for the quality of film and television works is increasing, and the position of film and television editing and visual effects technology in film and television works is becoming increasingly important. Traditional teaching methods for film and television editing and special effects production often focus on imparting theoretical knowledge, while neglecting the cultivation of students' practical and innovative abilities. Therefore, the teaching reform design proposed in this article emphasizes student-centered approach, focuses on the combination of practice and theory, and uses various teaching methods such as project-based practice and case teaching to stimulate students' interest in learning and enhance their practical operational abilities.

This article aims to explore the teaching reform design of the course "Film and Television Editing and Special Effects Production" to meet the current demand for high skilled talents in the film and television industry. This article proposes a "process oriented" teaching process, which aims to enhance students' learning interest, professional skills, and creativity by designing detailed teaching reform plans.

Keywords: Film and television editing; Special effects production; Reform in education; Project practice

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1. Background and Objectives of Educational Reform

With the booming rise of the film and television industry, the audience's pursuit of the quality of film and television works is increasing, which makes film editing and visual effects technology play a crucial role in film creation. Therefore, it is particularly important to reform the teaching of the course "Film and Television Editing and Visual Effects Technology" to meet industry demands and student development. The educational reform design of "Film and Television Editing and Visual Effects Technology" aims to improve the quality of teaching, cultivate students' innovative thinking and practical abilities, and meet the needs of the development of the film and television industry.

2. Teaching Reform Ideas

The course of "Film and Television Editing and Visual Effects Technology" is a highly applied course that mainly teaches from two dimensions: film and television editing and visual effects production. By learning the application of related software, students' overall thinking habits are cultivated, enabling them to master the relevant techniques of editing film and television content and conducting overall post production editing and effect synthesis. By adding

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appropriate special effects, subtitles, various sound effects etc to film and television content, it makes the content more rich, complete, and expressive.

Design and integrate the teaching process of the course "Film and Television Editing and Special Effects Production" according to the film and television production process: pre production, mid production, post production, and evaluation, which in order to form a "procedural" teaching process.

(1) Early stage

Analyze the themes in classic film and television works, so that students can experience the importance of these themes in editing practice. When teaching editing theory and techniques, introduce film and television case studies, allowing students to understand the values and ideas behind the works while learning the techniques.

(2) Mid term

Select film and television works with profound educational significance as teaching cases, allowing students to deepen their understanding of the ideas conveyed by these works through editing practice. By comparing and analyzing film and television works from different periods and themes, guide students to reflect on social changes and the evolution of values.

When designing practical projects, students are required to edit and create around specific themes, such as making short films about environmental protection, historical figures, social progress, and so on. In practical projects, emphasis is placed on teamwork to cultivate students' spirit of collectivism and collaborative abilities.

(3) Later stage

Organize discussions in class, allowing students to share their experiences and insights during the editing process, encouraging them to reflect on the social impact of edited works, and think about how to better convey positive energy and values through editing techniques.

(4) Evaluation

In course evaluation, setting scoring criteria to encourage students to actively integrate personal ideological expression into edited works not only examines students' editing skills and creativity, but also evaluates the personal ideological realm reflected in the works. Through teaching reflection and student feedback, teaching evaluation is conducted to assess teaching effectiveness. Teachers flexibly adjust teaching plans and methods based on the evaluation results to improve teaching effectiveness.

3. Specific Implementation Design of Educational Reform

The course of "Film and Television Editing and Special Effects Production" adopts a combination of theoretical and practical teaching, combining the learning characteristics of "interest orientation", "practice orientation", and "employment orientation". Carefully designed teaching cases and practice projects, combined with teaching cases to explain the relevant knowledge and methods of video editing, and using "project-based" methods to carry out practical exercises, combining the creativity of the course with practical projects, truly achieving "learning by doing", "feeling by doing", and "understanding by doing", so that students are guided by correct values.

(1) Early stage - guide the combination of course content and case studies

In the course design of each class, the first priority is to determine the knowledge points that need to be taught in the class, clarify the learning objectives, including knowledge objectives, ability objectives, and literacy objectives; Next, based on the teaching content, select the theme. The project theme can come from subject content, student interests, or social hotspots, ensuring that the theme is challenging, interesting, and has practical significance, and

can stimulate students' interest in learning and exploration desire; Next, based on the theme content, prepare relevant materials, encourage students to shoot their own materials according to the theme content, guide students to learn how to use online and social resources, broaden learning channels, and some materials can use existing publicly available materials.

(2) Mid term - Case teaching+practical project design

After clarifying the teaching content, determining the theoretical knowledge objectives and skill operation objectives, based on the teaching content, demonstrating teaching cases, designing practical projects, and decomposing the project theme into several specific learning tasks or sub projects, each task should have clear goals and outcome requirements to ensure the coherence and systematicity of learning. Use methods such as "story scripts" to plan learning tasks, ensuring logical and coherent relationships between tasks. The project progresses from simple to complex, with increasing difficulty and a progressive approach.

During the teaching process, a combination of teaching method, practical method, project-based teaching method, and discussion method is adopted to carry out teaching.

1) Teaching method

According to the teaching syllabus, teachers carefully divide the teaching knowledge points and clarify which knowledge points need to be taught in each class. When dividing knowledge points, the particles of knowledge points should not be too large, and it is best to have correlations between the knowledge points in each class to help students form a holistic knowledge system. By teaching knowledge points through teachers, students can master the basic concepts and techniques of film and television editing and visual effects technology.

2) Practice Law

In class, teachers need to design "small tasks" corresponding to the knowledge content of this lesson, and each "small task" should have targeted knowledge points. Students complete these "small tasks" through practical operation, practice the use of editing and special effects software, and continuously accumulate operational skills. Eventually, they can proficiently master the operation of editing and special effects software and independently complete editing and special effects tasks.

3) Project-based teaching method

When teachers design projects, there should be a hierarchical classification of project difficulty, which can generally be divided into stage projects, real projects, and comprehensive projects. The "Stage projects" are usually carried out after teaching a complete knowledge module. The difficulty of the "Stage projects" is not too high, and the project design mainly reflects the application of the currently learned knowledge module, with the aim of helping students consolidate the knowledge module they have learned. The "Real projects" should come from real projects of enterprises. By completing the "Real projects", students can understand the needs of society and enterprises, driven by market demand, integrate the actual needs of enterprises into the teaching process, and enable students to have the ability to meet the needs of enterprises in their learning, thereby enhancing their employment strength. The "Comprehensive project" is a comprehensive application of the content learned in the course. The "Comprehensive project" should be based on the current social situation or practical problems, and should be able to convey positive energy. The difficulty of the project can be appropriately increased, allowing students to learn and practice editing and special effects techniques in project production, cultivate their professional competence and teamwork ability. For outstanding project works, encourage students to participate in competitions, promote or transform their achievements, in order to increase their confidence and learning motivation.

Teachers provide necessary guidance and support during the project implementation process, helping students solve problems and difficulties encountered, encouraging students to unleash their creativity and imagination, and try different solutions and methods. Adjust study plans and methods in a timely manner according to students' learning situation to ensure smooth learning progress.

4) Discussion method

Every time a task or project is carried out, students should be organized for group discussions. Through these discussions, students can collide with each other's ideas, expand their thinking, and discuss the implementation methods of the task or project. Students can gain a deeper understanding of the role and value of editing and special effects, and improve their ability to appreciate visual works.

(3) Post production - Summary and reflection

After completing the task or project, students' works are publicly displayed, and teachers guide students to reflect on the process of completing the task or project, including what they learned, how they learned it, what difficulties and challenges they encountered, and how they solved them. Through summarization and reflection, students summarize and accumulate the knowledge they have learned. At the same time, teachers should also summarize and reflect on the implementation process of project-based learning, including the achievement of goals, the effectiveness of activities, student participation, and existing problems. By summarizing and continuously optimizing the design and implementation strategies of project-based learning, we aim to enhance students' metacognitive and self-regulation abilities through reflection.

(4) Evaluation - Establish evaluation criteria and conduct teaching evaluation

In the teaching process, multiple evaluation methods should be used to evaluate the results of tasks and projects, including teacher evaluation, group peer evaluation, student self-evaluation, and evaluation from real readers or audiences. The evaluation criteria should comprehensively cover knowledge, skills, emotions, values, and other aspects to ensure the objectivity and comprehensiveness of the evaluation. Teachers evaluate the teaching situation by comparing various teaching indicators based on the teaching syllabus. Meanwhile, students provide feedback on the teaching effectiveness by completing a questionnaire.

4. Summary and Prospect

This article studies the teaching reform of the course "Film and Television Editing and Visual Effects Technology", with a focus on the implementation process of classroom teaching design. In the research process, this article proposes several measures: firstly, adopting case-based teaching method, through selected cases, students can master the key technologies and methods of film and television editing and special effects production in the process of analyzing and solving problems; The second is to introduce project-based teaching methods, allowing students to learn and practice in real project environments, enhancing their practical operational and teamwork abilities; The third is to strengthen cooperation with enterprises, integrate the actual needs of enterprises into curriculum teaching, make teaching content more in line with market demand, and enhance students' employment competitiveness.

By reforming the teaching of the course "Film and Television Editing and Visual Effects Technology", we hope to enhance students' professional skills and innovation abilities, strengthen their teamwork and project management skills, broaden their knowledge and perspectives, and also promote the improvement of teachers' teaching abilities and curriculum construction. Looking ahead to the future, we will continue to deepen teaching reform and innovate teaching methods and means to meet the needs of the film and television industry and the requirements of student development. In summary, the educational reform design of "Film and Television Editing and Visual Effects

Technology" is a systematic project that requires comprehensive consideration of multiple aspects such as teaching content, teaching methods, teaching resources, and teaching evaluation. By implementing educational reform design, we hope to cultivate more film and television editing and visual effects production talents with professional skills and innovative abilities.

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