Research on the Application of Blended Learning Model in Film and Television Production Courses A Case Study of Cinematic Horizons: Decoding Camera and Post-Production Techniques

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ABSTRACT

Focusing on the course Cinematic Horizons: Decoding Camera and Post-Production Techniques, this paper investigates the pedagogical efficacy of blended learning in media production education. This course spearheads pedagogical innovation through three strategic approaches: modular restructuring of curricular content, multidimensional integration of instructional resources, and systematic incorporation of ideological-political education throughout the curriculum. Grounded in student-centered, competency-based pedagogical principles, the program establishes a comprehensive process-oriented evaluation framework, ultimately cultivating an innovative blended learning model that effectively bridges theoretical foundations with practical applications while ensuring consistent ideological guidance. The implementation has yielded significant outcomes: substantially increased student engagement in practical work; markedly improved technical proficiency; effectively stimulated creative thinking; consistently enhanced course satisfaction; and systematically developed professional competencies. However, challenges remain, including inadequate technical support and varying levels of student self-discipline. Based on these findings, the study proposes concrete improvements, including optimizing technical platforms, refining instructional design, and strengthening process management, thereby providing a practicable framework for blended learning reform in comparable courses.

Keywords: blended learning; film and television production; MOOC; pedagogical reform; online-offline integration

INTRODUCTION

The digital transformation of education, accelerated by advancements in information technology, has positioned blended learning as a transformative paradigm in higher education reform. This pedagogical model, which strategically integrates the structured environment of traditional classrooms with the scalability of online platforms, demonstrates particular efficacy in technically oriented disciplines such as media production.

Film and television production education demands hands-on training, rapid adaptation to technological innovations, and access to specialized equipment—requirements often inadequately addressed by conventional teaching methods. Blended learning addresses these gaps by synergizing asynchronous theoretical instruction with synchronous practical sessions, effectively resolving spatiotemporal constraints while optimizing resource utilization.

The course *Cinematic Horizons: Decoding Camera and Post-Production Techniques* serves as an archetypal case, employing a MOOC-enhanced blended framework to deliver technical training. Its design offers critical insights into the operationalization of hybrid pedagogies in skill-based curricula.

With the rapid advancement of information technology and the ongoing digital transformation of education, the

hybrid teaching model has emerged as a pivotal approach in higher education reform. This pedagogical innovation, which synergizes the strengths of traditional classroom instruction with the flexibility of online learning, is being increasingly adopted across diverse academic disciplines.

The concept of blended learning was first proposed by foreign scholars, referring to a teaching model that combines face-to-face instruction with computer-assisted learning. Garrison 1 defined it as "the organic integration of face-to-face and online learning experiences." In recent years, with the advancement of educational informatization, blended learning has been widely researched and applied globally. Studies show that well-designed blended learning can significantly enhance student engagement and learning outcomes 2.

In China's higher education sector, the development of blended learning has been closely tied to MOOC construction. In 2015, the Ministry of Education issued the *Guidelines on Strengthening the Development, Application and Management of Online Open Courses in Higher Education*, which spurred the creation of numerous high-quality MOOCs. By 2024, China had developed 76,800 MOOCs with over 1.277 billion enrollments, providing a crucial foundation for implementing blended learning.

He Kekang 3 was among the first to introduce the concept of blended learning in China, noting its ability to "leverage teacher guidance while fostering student autonomy."Wang Zhuli 4, 5 proposed the "New Constructivism" theory, emphasizing blended learning's role in promoting knowledge innovation. Li Haidong 6 developed an evaluation framework for blended learning quality, including process models, indicator systems and methods. Yang Xiaohong 7 articulated the essence, development goals and strategies for first-class blended undergraduate courses. Zheng Binbin 8 explored approaches to integrating ideological-political education throughout pre-class, in-class and post-class phases of blended learning.

Film and television production education faces multiple challenges with traditional teaching models. First, the high cost and limited availability of equipment restrict students' practical opportunities. Second, fixed class hours cannot accommodate rapidly evolving technical knowledge. Third, diverse learning needs are difficult to fully address. In response, scholars worldwide have begun investigating blended learning applications in film production courses 9-11. Zhang Chengliang 12 examined blended learning implementation in a *Film Post-production* course. Sang Yaqiong 13 explored an "Internet+" based blended model for vocational education reform in *Film Post-production*.

While existing research acknowledges blended learning's value in film production education, studies on specific implementation strategies and effectiveness evaluation remain insufficient. Particularly in China's higher education context, key questions require further exploration: how to design effective blended models tailored to film production courses' characteristics; how to balance online and offline components; and how to assess blended learning outcomes. This study addresses these research gaps through an examination of the course *Cinematic Horizons: Decoding Camera and Post-production Techniques*.

COURSE OVERVIEW

Cinematic Horizons: Decoding Camera and Post-Production Techniques is a university-wide elective course employing a blended learning approach that combines online instruction with hands-on practical sessions. This interdisciplinary course serves students across all academic disciplines and year levels.

Learning Objectives:

1) Knowledge Acquisition:

- Master core principles of digital cinematography and non-linear editing
- Develop technical understanding of photographic and videographic fundamentals
- Acquire professional-grade shooting techniques
- Achieve operational proficiency with industry-standard equipment

2) Skills Development:

- Demonstrate competency in digital video editing software applications
- Produce complete video projects from conception to final output
- Create advanced visual effects aligned with professional standards
- Apply technical skills to discipline-specific contexts

3) Values Cultivation:

- Develop artistic appreciation and observational acuity
- Foster lifelong learning competencies
- Cultivate creative problem-solving abilities
- Enhance media literacy for personal and professional development

A. Course Development History

Originally launched in 2009 as Film Videography and Post-Production 14, this course underwent strategic transformations aligned with China's educational modernization initiatives:

Key Milestones:

2015: Designated as a university-level marine characteristic course

2016: Redesigned and proposed as a provincial-level quality online course (Cinematic Horizons: Decoding Camera and Post-Production Techniques)

2018: Selected for the second batch of provincial quality online course development projects

2019: Officially certified as a provincial-level quality online course

2021: Expanded through the MOE Industry-Education Integration program, yielding a new online course Light and Shadow: University Videography Techniques (7 successful runs on Zhejiang's online course platform)

2022: Recognized as a Zhejiang Provincial First-Class Blended Course

B. Key Issues Addressed by Curriculum and Teaching Reform

1) Low Classroom Participation and Delayed Evaluation/Feedback:

• Many students have become “phubbers” (phone-obsessed learners) in class. Contributing factors include:

• Insufficient emphasis on formative assessment in teaching, resulting in poor student initiative;

•Teacher-student interactions limited to simple Q&A formats, leading to low participation rates and narrow interaction coverage;

• Routine performance evaluations relying on teachers' subjective impressions without timely feedback;

• Addressing how to make students “put down their phones” and re-engage with classroom learning is an urgent teaching challenge.

2) Disconnected Online-Offline Teaching Failing to Leverage Respective Advantages:

In blended learning models, online and offline teaching should not operate as parallel systems. Otherwise, it merely transplants traditional classroom teaching online, leading to:

•Students “skimming through courses” without real engagement;

• Wasted time and increased academic burden.

3) Outdated Teaching Content:

The textbooks and instructional materials for computer video production courses fail to keep pace with:

• The rapid development of modern technology;

• Current industry standards and practices.

C. Blended Learning Instructional Design

1) Leveraging the respective advantages of online and offline teaching to provide students with more challenging and personalized learning experiences:

• Offline classroom teaching utilizes demonstration experiments to stimulate student interest and improve engagement, while focusing on resolving key teaching difficulties.

• The integration of Xuexitong smart teaching platform connects online and offline content, enabling comprehensive data collection throughout the learning process (pre-class preparation, in-class experiments, teaching interactions, and post-class assessments).

• This transforms the teaching approach from empiricism to data-driven methodology, ensuring visible and controllable teaching processes, and implements data-informed instructional activities to fulfill the "innovation" criterion of the "Two Properties One Degree" Golden Course standards.

2) Offline classroom content maintains close alignment with contemporary technological and lifestyle developments:

•Each video production lesson incorporates practical applications demonstrating how the acquired skills can be utilized in real-life scenarios.

• These life-relevant examples embody cutting-edge and contemporary characteristics, satisfying the "high-order" requirement of Golden Course standards.

D. Online Learning Resources Development

The course adopts the provincial-level quality online course Cinematic Horizons: Decoding Cinematography and Post-Production Techniques from Zhejiang Provincial Higher Education Online Open Course Sharing Platform. The online learning component comprises:

1) Core Instructional Materials:

- 59 instructional videos
- Total duration: 507 minutes (8 hours 27 minutes)

2) Learning Tasks and Assessments:

- 395 assignments and quiz items
- Required participation in online discussions
- Mandatory note-taking activities
- Online examinations

3) Estimated Time Commitment:

• Total required study time: approximately 15 hours

• The recommended time allocation is as follows: 8.5 hours for video lectures, 4 hours for assignments and quizzes, 1.5 hours for discussion participation, and 1 hour for exam preparation and taking

E. Teaching Methodology Reform

This course places strong emphasis on pedagogical innovation research during its instructional process, achieving substantial outcomes. While delivering course content, particular attention has been paid to collecting student evaluations. Research indicates that both the online and offline teaching quality of instructors significantly and positively impacts students' learning satisfaction and academic performance 15.

F. Experimental Instruction

The experimental teaching of this course adheres to the philosophy of "technology as foundation, artistry as essence, and education as purpose," establishing a three-dimensional experimental system encompassing "basic-comprehensive-innovative" components. Through the blended online-offline teaching approach, students develop rigorous scientific attitudes and innovative artistic thinking 16.

Taking the "Moving Shot Techniques" experimental session as an example, the instructional process is as follows:

1) Technical Mastery: Students acquire three fundamental moving shot techniques with their respective technical requirements and artistic expressions:

• Physical camera movement ensures stable and level shots through both mechanized stabilization systems (including dollies and sliders) and skilled handheld operation methods.

• Fixed-position shooting generates dynamic motion effects via both precise focal length adjustments and calculated optical axis modifications.

• Digital effect simulation employs post-production techniques to achieve both realistic motion effect generation and seamless virtual camera movement.

2) Narrative Perspective Application: Moving shot techniques incorporate two distinct narrative perspectives:

The objective perspective (observer's viewpoint) serves as the conventional observational paradigm that predominates television production practices, delivering immersive viewer experiences via systematic event documentation, environmental contextualization, and authentic naturalistic representation.

The subjective perspective (participant's viewpoint) replicates the visual cognition of subjects (including human, animal or inanimate objects), while intensifying audience engagement by fostering profound psychological immersion, deep emotional identification, and dynamic kinetic empathy.

In summary, both objective and subjective camera angles possess distinct characteristics and advantages in moving shot cinematography. The objective perspective enables viewers to viscerally experience the authenticity and atmosphere of events, while the subjective perspective provides deeper insight into the emotional and psychological dimensions of the subject. These two approaches complement each other synergistically, creating dynamic and engaging visuals that captivate audience attention and foster profound resonance.

During the instructional process, we systematically integrate:

• Marxist methodology in experimental design

• A rigorous yet creative scientific approach

•Aesthetic demonstration of cinematic phenomena to stimulate student motivation

This pedagogical framework achieves comprehensive educational outcomes across three dimensions:

- Knowledge acquisition (technical mastery)
- Skill development (artistic execution)
- Professional cultivation (critical thinking and innovation)

The teaching methodology realizes the fundamental educational objective of "tridimensional development" in film production education, effectively bridging technical proficiency with artistic expression and ideological cultivation.

G. Teaching Philosophy and Methodology

The course Cinematic Horizons: Decoding Camera and Post-Production Techniques has established a student-centered teaching philosophy focused on competency development. Based on the course objectives, we have:

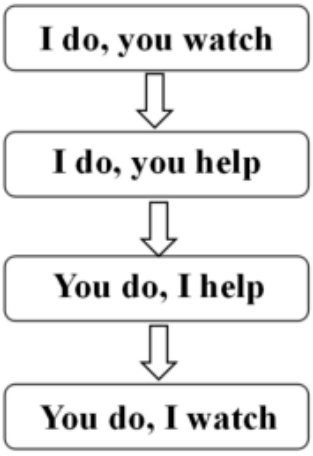
1) Curriculum Design:

- Modular restructuring of teaching content
- Integration of cutting-edge industry knowledge
- Analysis of key technologies through real-world projects
- Connection to practical audiovisual needs (e.g., short video production, documentary filming)

2) Instructional Approach: the instructional approach combines extensive utilization of information-based teaching methodologies with systematic implementation of natural learning pedagogy in offline classroom settings through an empirically-validated 4-step cyclical process (see Figure 1).

- Why - Motivation phase
- What - Knowledge acquisition
- How - Skill application
- Whether - Acceptance results

Fig.1.The Four-Step Teaching Method



3) Concrete Implementation:

- Begin each module by demonstrating practical examples
- Pose thought-provoking questions (e.g., “How was this video effect created?”)
- Demonstrate technical procedures
- Guide hands-on practice in professional labs
- Completion of course quizzes and assignments

Case Example: Electronic Photo Album Production.

Rather than direct technical demonstration, we:

- Showcase real student works documenting life moments
- Highlight practical applications and benefits
- Stimulate learning motivation through life relevance

This pedagogical approach fundamentally embodies our core educational philosophy by cultivating: sustainable lifelong learning competencies， passionate observational acuity for life experiences, and practical video-editing proficiency for real-world problem-solving.

The methodology consistently reinforces our educational objectives while maintaining strong student engagement throughout the learning process

Analysis Of Blended Learning Advantages

Teaching practice research on the course Cinematic Horizons: Decoding Camera and Post-Production Techniques emonstrates that the blended learning model achieves remarkable teaching effectiveness in film and television production courses. The advantages are specifically manifested in the following aspects:

First, this model effectively stimulates students' enthusiasm for experimental participation, with classroom interaction frequency significantly increased.

Second, students' learning outcomes have been comprehensively improved, particularly showing outstanding performance in technical mastery and creative practice.

Third, students' innovative thinking abilities have developed significantly, with their works demonstrating stronger originality.

Furthermore, students' recognition of the experimental courses has greatly improved, and their learning initiative has noticeably enhanced.

Finally, students' professional competencies and scientific experimentation abilities have been systematically cultivated, laying a solid foundation for their future career development.

SUMMARY AND OUTLOOK

The course *Cinematic Horizons: Decoding Camera and Post-Production Techniques* has innovatively established a blended online-offline teaching model. This model, based on modular restructuring of teaching content, forms a new “student-centered, competency-oriented” teaching paradigm through multidimensional resource integration, organic incorporation of ideological education, and construction of a comprehensive

evaluation system. In practice, the course emphasizes combining value guidance with knowledge transfer, strengthening both theoretical foundations and engineering application capabilities, effectively overcoming key challenges in traditional film education such as resource limitations and insufficient practical training.

However, several challenges remain in implementation, primarily in technical support, learning adaptation, teaching management, and interaction mechanisms - interconnected factors that collectively impact final teaching outcomes.

Firstly, technical support conditions significantly affect teaching effectiveness. Film production courses demand high-performance teaching platforms capable of HD video transmission and large file processing, yet often encounter technical issues like network latency and system instability. Additionally, varying student device performance leads to noticeable disparities in extracurricular practice results.

Secondly, student adaptability shows differentiated characteristics. This teaching model requires strong self-planning abilities, yet some students lack effective self-management habits, resulting in uneven learning progress. Course feedback indicates students accustomed to traditional teaching need extended adaptation periods.

Simultaneously, blended learning presents new management challenges. Seamless integration of online and offline components requires meticulous instructional design balancing systematic knowledge delivery with learning flexibility. Establishing scientific process evaluation systems to accurately quantify online participation and offline practice outcomes remains a critical challenge impacting the model's sustainable development.

Furthermore, teaching interaction depth and effectiveness require enhancement. While online communication expands interaction opportunities, technical discussions requiring in-depth exchange still face efficiency and feedback delays. Teachers also struggle with balancing multi-platform maintenance and interaction quality control, all constraining final teaching outcomes.

To address these issues, we propose comprehensive improvements: upgrading specialized teaching platform performance with film education-specific functions; optimizing instructional design for seamless content integration with clear learning pathways; enhancing student support through adaptation training, progress monitoring, and peer assistance; establishing teaching communities with digital assistants and incentive mechanisms for faculty development; and implementing multidimensional evaluation systems incorporating learning analytics, process assessment, and outcome evaluation.

Looking ahead to intelligent education, we will promote deeper integration of technological innovation and film education, focusing on breakthroughs in remote collaborative production and AI-assisted creation technologies. Our goal is to develop exemplary blended learning solutions for film education, providing strong support for cultivating new-generation film professionals meeting industry demands.

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