

Construction and Development of the National Experimental Teaching Demonstration Center for Drama and Film and Television Disciplines

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Abstract: Taking the National Experimental Teaching Demonstration Center of the Central Academy of Drama as an example, this article explores the construction and development of the National Experimental Teaching Demonstration Center for the practical teaching of drama and film and television disciplines. The article first introduces the background and importance of the demonstration center and then analyzes in depth the construction content and achievements of the demonstration center from four aspects: practical teaching philosophy, practical teaching system, practical teaching resources, and practical teaching effects. Finally, the article summarizes the experience and shortcomings of the demonstration center and proposes future development directions and suggestions.

Keywords: Drama and film and television disciplines; Practical teaching; National Experimental Teaching Demonstration Center; Central Academy of Drama

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1. Introduction

This paper introduces the background and importance of the National Experimental Teaching Demonstration Center for the practical teaching of drama and film and television disciplines and explains the necessity and urgency of building the demonstration center^[1].

2. Practical teaching philosophy

The concept of moral education and talent cultivation that the demonstration center adheres to is introduced^[2], emphasizing the important position and role of practical teaching in talent cultivation, as well as the innovative ideas and practices of the demonstration center in practical teaching.

3. Practical teaching system

The practical teaching system of the demonstration center includes the integrated strategy of teaching and internship, the operational mechanism of practical teaching, the curriculum design of practical teaching, and the teaching staff team for practical teaching. Meanwhile, based on specific cases, we analyze the characteristics and advantages of the demonstration center in practical teaching. As a national-level experimental teaching demonstration center^[3], its innovation driving force is slightly insufficient in promoting the interaction between disciplinary talent research and industry, and its achievements are not significant. The laboratory management level needs to be improved, and the mechanism for the deep integration of multiple elements of practical experience both inside and outside the school and the application and transformation of results is not yet perfect.

4. Practical teaching resources

The practical teaching resources of the demonstration center are venue facilities, equipment, teaching software, and other aspects. We analyze the investment and achievements of the demonstration center in the construction of practical teaching resources^[4], and how to fully utilize these resources to improve the effectiveness of practical teaching.

The demonstration center takes practical operation as the core and establishes a multi-dimensional teaching team construction from different educational backgrounds, professional titles, employment mechanisms, etc.^[5]. Emphasis is placed on introducing outstanding young experimental teachers with high education, strong practical skills, and innovative spirit. In recent years, the proportion of doctoral and master's degree holders has increased, and the teaching and practical cooperation between center personnel, school teachers, and researchers has been further strengthened, which is conducive to the exchange of high experimental teaching level and scientific research theoretical strength. The age structure of the teaching team will be further optimized by actively introducing graduate students and young technical personnel. In future development, the professional titles, educational backgrounds, and age structure of the experimental teaching team will be further optimized. Based on the particularity of technical personnel, a certain number of full-time experimental personnel and senior technical personnel have been maintained, and industry veterans and overseas educators have been hired. Their professional abilities and experience play an important role in the operation and development of the center, providing more high-quality resources for experimental teaching from multiple dimensions^[6]. The center focuses on skill training and educational upgrading for in-service personnel, continuously improving their professional level, encouraging experimental teachers to continue pursuing master's/doctoral degrees, and providing opportunities for skill learning to enhance the academic ability and professional competence of the experimental teaching team. In addition, laboratory staff learn equipment operation and safety management and continuously improve the team's skill level and work quality through internal learning and training activities.

The National Experimental Teaching Demonstration Center for Teaching Internship and Performance at the Central Academy of Drama is designed in accordance with the construction goals of the Ministry of Education's national experimental teaching demonstration center, combined with years of professional teaching experience, and based on the policy of integrating teaching practice, customized practical teaching content and full coverage of practical positions for students. Our institute takes the national-level experimental teaching demonstration center as the "car reel"^[7], selects the entire process of stage performance and film and television production as the "fabric," relies on the nine major performance space laboratories, film and television technology space laboratories, and stage design experimental teaching workshops as the "needle and thread," and customizes exclusive "clothing" for 33 undergraduate majors in the institute according to different professional characteristics and teaching stage needs.

The demonstration center utilizes the professional faculty of the college as the main creative members for practical performances, targeting both stage art and film and television art. With a semi-market-oriented project operation mechanism, students participate in the entire process from professional design, rehearsal, set production^[8], stage installation, performance, raw material collection, shooting, editing, and film production to administrative organization meetings, production meetings, ventilation meetings, finance, procurement, reception, and ticketing. This involves all students in various majors such as performing arts, directing, stage set design, stage styling, performance costumes, makeup, stage lighting, stage technology, performance sound design, performance imaging, art management, and film and television majors, from senior students to junior students, and master's students to undergraduate students. Assisted by professional teachers, stage artworks and film and television works are created in a student-led manner, and teaching practice performances and film and television teaching work exhibitions are conducted for all teachers and students in the college. Through audience voting, attendance data analysis, on-site feedback, and professional teacher ratings, the practical course grades of each student will be comprehensively evaluated. A domestically first-class innovative practical teaching model with the teaching characteristics and genetic inheritance of the Central Academy of Drama is created^[9], consisting of three communities, two sections, and one system. At present, the average total credits of our college's professional courses are 219.31, of which the average credits of practical teaching are 114.29, accounting for 52.12%.

5. Main problems existing in the demonstration center

The main problem currently faced by the center is insufficient production funds for teaching internships, performances, and graduation shows, especially for the production of sets and costumes.

Each class in the Drama and Film and Television Performance major of the Performance Department will have two teaching internship performances and one graduation performance^[10]. The college will allocate a production budget of 200,000 yuan, and the three performances can be used in a coordinated manner. Each class in the Drama and Film Directing major of the Directing Department will have one teaching internship performance and one graduation performance, with a production budget of 150,000 yuan, and the two performances can be used in a coordinated manner. The college will allocate a production budget of 150,000 yuan for the graduation performances of each class, including musical theater performances, Peking Opera performances, opera performances, and dance drama performances. Additionally, the college will allocate a production budget of 50,000 yuan for each class's internship performance in the field of drama education.

There is a time conflict between theoretical classroom teaching and practical performance in experimental teaching. In a class, some students are in the theoretical classroom, while others are practicing in the theater. Resolving the conflict between classroom practice and performance practice is the primary task. The college is now trying to incorporate practice into professional courses and assessment, and will continue to explore new teaching practice models that can achieve a balance between theory and practice without affecting each other.

6. Practical teaching effectiveness

The achievements and contributions of the demonstration center in practical teaching effectiveness are analyzed through specific data and cases, including the improvement of students' practical skills, the employment situation of graduates, and the output of excellent works. At the same time, we summarize the successful experience and shortcomings of the demonstration center in practical teaching.

With the development of the education and teaching industry in the college and the improvement of

professional construction, the number of teaching internship performances has also increased sharply. The contradiction between the practice cycle, practice quality, and performance quantity of students in various majors of the Department of Stage Art has been deepening year by year. The stacking of practical tasks directly affects the quality of students' practice, which violates the requirements of the Department of Stage Art for the training programs of students in various majors. It is necessary to further improve the practical teaching system and practical mode to truly return the practical experience of students in various majors of stage art to their true selves. The ticketing management model for college performances has also been a topic that has not been criticized by teachers and students. To further implement the requirement of letting information flow more freely, a ticket management system for college performances has yet to be established. The issue of empty audience seats due to teachers and students not having tickets has become a significant challenge for attending performances. To address this, it is crucial to further refine the internal work mechanisms and processes of the demonstration center to ensure the effective implementation of risk control measures.

In terms of social practice and services, the demonstration center is primarily supported by the "Practice Teaching Center" located in the national experimental teaching demonstration center, supplemented by well-known art troupes and cultural management units in China. The demonstration center continuously expands the path of socialized practical teaching, combines the national "College Student Innovation and Entrepreneurship Training Program" project with the college's "Teaching Internship Integration" practical teaching mode, emphasizes that students independently carry out practical exercises in the project implementation process, and takes scientific and socialized commercial production as the main line to continuously improve students' innovation and entrepreneurship abilities. The successful hosting of multiple influential professional competitions and events at home and abroad, such as the International Drama Academy Award, the International University Student Drama Exhibition, the Asian Drama Academy Student Drama Festival, and the Beijing University Student Character Design Competition, reflects the professional competence and team guarantee of our institution as a "world-renowned drama school."

At the end of 2022, the college has 16 on-campus and off-campus practice teaching and practical training bases, covering all majors of the college and providing teachers and students of the college with new teaching modes and ideas. At the same time, we actively participate in social services, and our teachers and students have jointly undertaken and successfully completed the rehearsal and operation of *The Great Journey*, a literary performance celebrating the 100th anniversary of the founding of the CPC, as well as the opening and closing ceremonies of the 2022 Winter Olympics and the 2022 Winter Paralympic Games. Additionally, we have participated in various cultural and public service initiatives such as the "Fine Stage Art in the Spring and Autumn" performances, the "Elegant Art into the Campus" program, targeted poverty alleviation and rural revitalization activities in Changshun County, Guizhou Province, and events like the Guilin Art Festival, Daliang Mountain Art Festival, Wuzhen Drama Festival, and Beijing University Students Drama Festival.

Thanks to our outstanding practical teaching system in China, our graduates often become the first employment choice in the industry. After years of accumulation and adhering to the "Double Hundred Policy," our graduates and alumni have won a series of the highest awards in Chinese drama art, including the China Drama Literature Award, Cao Yu Drama Literature Award, China Drama Plum Blossom Award, and Wen Hua Award; The Golden Statue Award, Golden Horse Award, Hundred Flowers Award, and other top awards in domestic film and television industry have also cultivated a group of practitioners with strong professional ability and outstanding contributions in the drama and film and television industry, and achieved impressive results.

7. Conclusion and prospects

The demonstration center continues strengthening external exchange activities and jointly building a social aesthetic education practice platform to promote interdisciplinary integration of school-level disciplines.

Firstly, in accordance with the construction requirements of the National Experimental Teaching Demonstration Center, we will strengthen laboratory construction and consolidate the position of our school's experimental teaching demonstration center in the field of art. Secondly, we take the phased summary of the demonstration center as an opportunity to promote laboratory iteration and upgrading. Thirdly, we formulate the "Several Opinions on Strengthening the Construction of Experimental Teaching Centers from 2023 to 2025," formulate a construction plan with clear goals and paths and appropriate methods, and implement phased goals according to the plan. Fourthly, taking curriculum construction as the starting point, we promote the construction of virtual simulation experiment teaching projects, pay attention to the combination of reality and virtuality, and ensure the implementation of projects. Fifthly, we strengthen the construction of intelligent experimental platforms and promote the standardization, refinement, and normalization of experimental teaching management. Lastly, according to the development needs of disciplines and majors, we strengthen the construction of experimental teaching teams and enhance team skill training.

Summarizing the achievements and lessons learned from the construction of the demonstration center, we propose future development directions and suggestions. At the same time, this paper emphasizes the important role and significance of the demonstration center in promoting the reform and development of practical teaching in drama and film.

Several steps are to establish and improve the safety system of the central venue and standardize the usage rules of each laboratory; strengthen the construction of the demonstration center venue, improve the basic engineering and hardware construction of the stage design production experimental center, and plan to equip multiple specialized experimental spaces and world-class experimental equipment. Continuously upgrading the practical teaching conditions of various experimental spaces in the center can ensure the smooth implementation of center activities. It is also necessary to promote the construction of film and television teaching buildings, rely on campus cinemas to implement space, and invite performance units and screening institutions to jointly create a new gathering ground for "aesthetic education + ideological and political education."

Based on the construction concept of a big data information management platform that covers the entire hospital, unifies standards, and shares resources, we will develop a system platform to optimize work content and enhance management efficiency through information technology. Taking the "Double First-Class" construction as an opportunity, we promote the construction of the "Teaching Venue and Equipment Facility Information Management System," transforming cutting-edge scientific achievements and advanced technologies in industries into experimental teaching projects.

Relying on the resources of the center and the national experimental teaching demonstration center platform, we aim to establish industry benchmarks, serve society, carry out professional industry consulting services, expand training cooperation projects, innovate training modules, and create a characteristic education model that combines theory and practice. We also develop national-level experimental teaching demonstration center general training courses, as well as customized general training courses for different fields of the performance industry and theater space. By continuously promoting institutional and mechanism reforms and enhancing scientific research innovation and social service capabilities, we contribute to the acceleration of the construction of a "distinctive and world-class" art college in accordance with its new development path.

Disclosure statement

The author declares no conflict of interest.

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