

A Research on SCRIPT-Job Education Mode of Digital Media Art Major

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Abstract: In addition to its specific cultural attributes, variety shows carry an enormous aesthetic value on Chinese traditional culture. It can not only give the audience a graceful visual and auditory enjoyment during the program, but also acquaint the audience with Chinese culture through lively activities. These shows primarily aim at inheriting the traditional culture by facilitating the perception onto Chinese historic and cultural treasures for its audiences so as to make it truly enter the daily lives of the public. The successive broadcasts of "National Treasures", "Everlasting Classics" and "Chinese Poetry Conference" have improved the audience's cultural literacy, cultivated the public's aesthetic consciousness, allowing more people to appreciate the charm of the Chinese classic culture. The analysis of the aesthetic characteristics of variety shows has a relatively high social value.

1. Introduction

Nowadays, with the extensive progress of digitization, digital information technology has been fully and quickly introduced into all aspects of people's lives. Under the background of vastly increasing popularity of mobile digital devices, the rapid rise of major video websites and short video apps has directly led to insistent demands for digital media talents. According to analysis reports related to the digital media art major, there has been a very urgent demand for digital media talents, requiring at least 150,000 new professionals annually [1]. Correspondingly, the digital media major in colleges and universities have also underwent vigorous development in recent years. Usually, the digital media major can be divided into two disciplines, digital media technology and digital media art, the former should be more focused on science and engineering courses on the development and use of imaging software, while the latter should be more about the creation of video art and related Internet communication. As of now, judging from the talent demand in the digital media industry and preferred choice made by domestic institutions, digital media art is a more dominant discipline. Specifically, on the one hand, digital media art is an applied discipline that fosters informatization talents with a good sense of art design. On the other hand, digital media technology is a new discipline that integrates courses in digital video, animation, image, online multimedia and games, and it is designed to foster advanced talents with a comprehensive skill set including basic knowledge and know-hows of digital media technology, advanced practical ability, artistic creativity and humanistic qualities, as well as the ability to engage in creative practice in the field of film and television, network multimedia, games and animation. [2] According to data analysis and peer communication, as a preliminary conclusion, it can be said that digital media education in most colleges and universities has the following problems: 1. Separation and poor integration of art and tech of art; 2. Rather isolated curriculum system and lack of specific

curriculums developed according to the needs of the industry; 3. Less than sufficient and outdated digital media teaching equipment that cannot meet the practical needs of students at all stages; 4. Insufficient external cooperation and lack of understanding of the industry. Finding targeted and effective means to solve the above issues has always been the top priority for education of digital media professionals. Based on the analysis of the above problems, it can be found that the way to find a reasonable solution has to revolve around the principle of "cooperation and practice" as only through full internal exploration and the mutual-complement of the external advantages can we truly improve the level of talent cultivation.

Based on the actual practice and exploration in real digital media studios for the past three years and the development experience of other institutions, we have managed to develop an initial concept mode called SCRIPT-Job that integrates digital-media-related learning, research and industry practice. Built on the education concept used by digital media major in colleges and universities, SCRIPT-Job is a comprehensive mode that integrates learning, studying, and partitioning with a five module structure (skills development, theoretical research, professional practice, professional innovation, employment and entrepreneurship) as shown in Figure 1-1:

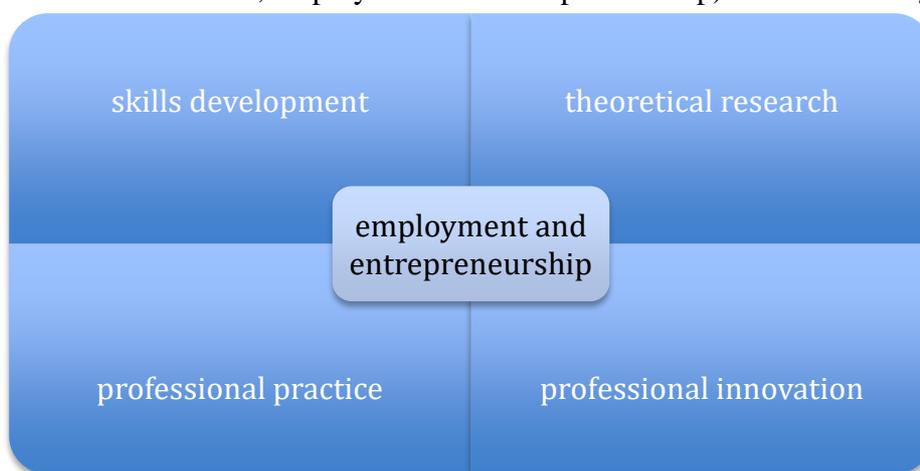


Figure1-1. Five module structure

Skill training module — This module mainly aims to systematically develop the digital media expertise of students in a studio setting, and such development has two meanings. Firstly, it implies the extension of and a supplement to classroom-based learning of practical digital media skills, which is to help students reach certain standards in basic skills such as planning, filming, editing, and copywriting. Secondly, it means the development of new skills, which is conducted through systematic training of industry experts based on the latest media industry standards or the actual skills required for specific projects. This module runs on a long-term basis throughout the operation of SCRIPT--Job mode.

Theoretical research module — The main function of this module is to conduct theoretical study and exploration after gaining practical experience, so as to promote theoretical learning through practice and improve the theories through research after practicing with said theories. This module also has two purposes. Firstly, it is designed for performing theoretical study based on actual practice. By gaining first-hand experience, the students get to review and gain further understanding of the theoretical knowledge they have learned. Due to the in-depth nature of the actual practice, the students will voluntarily seek theoretical help when trying to solve practical problems. Secondly, this module aims to promote theoretical exploration and research at a certain

level. After learning about a certain theory and gaining some practical experience, students can choose to either participate in the tutor's theoretical research under the guidance of the instructor or conduct some theoretical research on their own. This module runs on a long-term basis throughout the operation of SCRIPT--Job mode.

Professional practice module - This is the core module of the mode, it is the basis and premise for realizing the combination of theory and practice, effective integration between academics and the industry, as well as improving students' professional skills to a level suitable for conducting certain digital media research. The industry's mentor responsibility system is implemented within the module, so that industry instructors can pass on knowledge and experience to students through specific projects. Depending on the source of the project, courses in this module can be divided into three categories: on-campus professional practice, off-campus professional practice, and independent professional practice. On-campus professional practice include participation in the digital media projects within the school and those undertaken by various departments of the school as well as individual projects initiated by teachers or students. Off-campus professional practice refers to cooperation with government agencies, enterprises, or businesses on digital media projects. Independent professional practice refers to projects independently planned and funded by the studios themselves, including public welfare projects and commercial projects. The professional practice module runs on a long-term basis throughout the operation of SCRIPT--Job mode.

Professional Innovation module — The main function of this module is to develop professional digital media products, and it can be divided into two levels: The first is the product innovation within the digital media industry, such as the creation and distribution of certain video works, and the R&D of digital media equipment. The second level is the cross-profession and cross-industry joint innovation with digital media at its core, such as the R&D of a new overall publicity program for the tourism industry and development of sports VR curriculums, both in cooperation with corresponding industries. As a stage module, professional innovation generally only starts when the students have reached a certain level of expertise.

Employment and entrepreneurship module — This is the talent output module, which indicates the end result of talent cultivation. It can be divided into two parts: entrepreneurship and employment, the former can be further divided into individual entrepreneurship and collective entrepreneurship. After several years of training and practicing in the studio, the students should have obtained enough professional skills to independently undertake certain projects. For projects that are too large to handle alone, they can work jointly with other people in the studio or reintroduce said project into the studio to better guarantee its completion with more sufficient manpower and resources. Employment in the module name also has two meanings, the first is by keeping in contact with certain enterprises and institutions or large digital media companies when training in the studio, graduated students can immediately sign employment contracts with said companies and directly engage in the actual works without the need for adaptation. The second meaning is that by virtue of practical and theoretical skills developed in the studio, the students can apply for ideal jobs of their own choice. Employment and entrepreneurship module is the terminal module and the last part of the overall operation mode.

Each of the five modules has its own separate attributes and tasks. They coordinate with each other and organically form a complete Learning-Research-Production training mode for digital

media talents. The six letters in the mode name SCRIPT-Job refers to Skill, Concept, Research, Innovation, Practice and Theory respectively. The specific working principle of this mode is shown in the figure below:

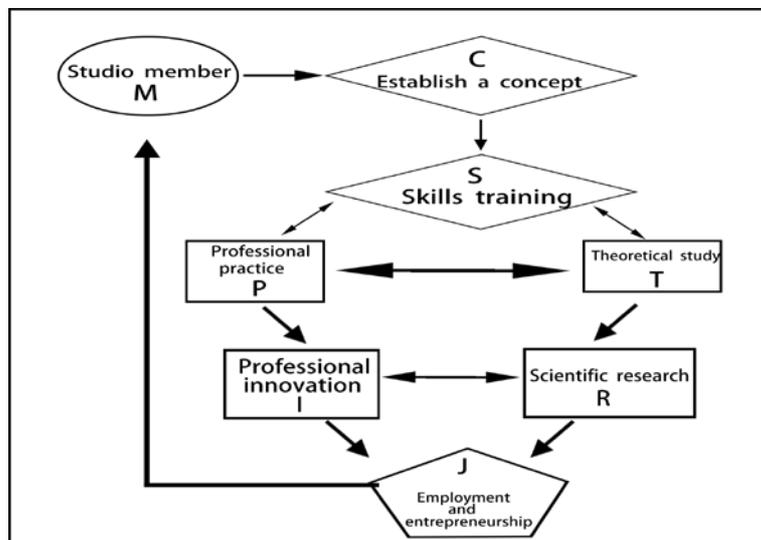


Figure1-2. The specific working principle of this mode

As a Learning-Research-Production mode for the digital media major that is driven by actual digital media projects, SCRIPT-Job is designed to train professional talents. The diversity, professionalism and operability of actual projects are important factors attracting a large number of students in the major as well as the driving force for promoting the rapid operation and development of the whole operation mode. As can be seen from Figure 1-2, rather than a simple one-way linear structure, this mode has an interactive circular structure, with most elements interacting with each other for mutual promotion. Such a structure creates more creativity and enables more possibilities in ways talents are cultivated according to their aptitudes. No matter the level of knowledge base and skill base, most students can achieve the corresponding results if they are educated in a reasonable way. In terms of talent training, we should get rid of outdated stereotypes and dogmatic thoughts and try to find new methods that are creative and more effective.

2. Operational Process of SCRIPT-Job Learning-Research-Production Mode for Digital Media Major

In terms of operational theory, the first step in running the SCRIPT-Job mode should be recruitment. Based on the operating experience of the past few years, the studio should mainly recruit students within the major while keeping the door open for students from other majors to join. Generally, half of the new recruits should be undergraduates, and the other half should be postgraduates, the latter group is slightly stronger in ability and have relatively more free time while the former group is more enthusiastic, imaginative and present more possibilities. Normally, most recruitment works should be carried out in September, the back-to-school season, so that suitable talents can be ensured to be able to work in the studio for at least two semesters, so that the team can remain relatively stable. After the new recruitments are confirmed, we can directly enter the

concept establishment stage. This session has two major objectives. The first objective is to establish three reflections (values), which are correct industry values of loving the party and the country, loving and dedicated to one's work, having a positive, objective and realistic worldview of seeking truth from facts, having a healthy view of life in line with what the party and the state call for. To establish the above values is the most important for professionals in the media industry. The second objective is to understand the basic ability of the new recruits so that further training can be more given in a more specific manner with respect to their levels. Concept establishment is followed by the skill training session, which aims to develop newly recruited team members in skills they are not yet proficient with, so that in the future, they can be quickly assigned to take on actual works. Actual training is mostly on general-purpose media skills, but specialized training can be introduced for specific projects. After passing the skill training, the students should be able to carry out formal professional practice assigned to them based on their personal abilities and preferences. At the same time, they can also learn or further study the professional theories. It is proven that professional practice and theoretical study are two mutually complementary factors, as practice can be done without theoretical guidance and one can never truly understand the theories without actual practice. Many students have managed to truly understand the theories through practice, which in turn helped them do better in practice, giving life to the originally dry and dull theoretical words. Some other students who encountered difficulties in practice took the initiative to get theoretical help by themselves, by doing so they got to improve their practical ability to the next level when returning to the work. The above sessions and processes are fundamental to the entire SCRIPT-Job mode and take approximately 8-10 months to complete. During this period, some students in the studio may drop out or leave the team. Only those who can complete a project independently during this period are allowed to enter the advanced stages, including professional innovation and scientific research. Professional innovation usually involves the participation of teachers. Students are tasked to propose innovative ideas and all members of the team should discuss the feasibility of each idea. For projects that are feasible, preparatory works should be done by all members, including the establishment of R&D groups, preparation of planning books, contact with project partners and channel resources. Depending on the similarities and differences of the core contents of a project, the team can either try to complete the works alone or seek help from the commercial sector, academic sector or the government. The scientific research session also requires the team to reach a certain level of skill at work. For most part, scientific research should be done by teachers and the students, with the former taking a leading role. Participation by undergraduates in scientific research is mainly for the purpose of inspiring them, while postgraduates will undertake more real research tasks. Most of the research topics are theoretical or summary studies based on practical results. Individual students with advanced abilities can also conduct independent research on their own. Relatively speaking, professional innovation and scientific research are also two mutually reinforcing sessions. The final stage of SCRIPT-Job mode is talent export, e.g. the employment and entrepreneurship module. Those who managed to enter this stage are all outstanding talents trained by the studio. With both great theoretical knowledge and adept practical abilities, these talents are expected to enjoy a huge advantage in both entrepreneurship and employment. In fact, most of them have enjoyed good personal development after leaving the studio. In addition, these outstanding talents can also in turn constantly provide help for the studio

in ways such as offering advises, bring more resources and fresh projects, therefore further expanding the influence of the studio, making it even more appealing to outstanding new recruits.

3. Conclusion

The SCRIPT-Job mode has been in operation for more than 3 years. Its biggest advantage is that it solves the question of how to simultaneously develop practical skills and scientific thinking within the school. It not only helps the students get a more complete knowledge base in the school and have a better chance at getting job offers, but also helps the school to gain more visibility by enhancing the cooperative research ability of the teachers through conducting cooperative projects with relevant industries. Although the SCRIPT-Job mode has achieved some results and experience, it is still hoped that the content can be further perfected and made more effective with the guidance and help of teachers in other colleges, so that it can become a more mature and replicable mode for the cultivation of digital media talents based on the principle of Learning-Research-Production and help produce more outstanding talents for the industry in the future.

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