

Digital Media Post-Production Course Ideological and Political Education Exploration and Practice

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Abstract: The "Digital Media Post-Production" course, as one of the core courses in the digital media technology field, aims to cultivate and deliver high-quality professional technical talents for media-related industries. In response to the current issues in the "Digital Media Post-Production" course, the aim is to explore and practice ideological and political reforms through the optimization of the course system, the design of course content, the construction of the teaching team, and the innovation of teaching methods.

Keywords: Course Ideological and Political Education; Post-Production; Higher Education

1. Introduction

In June 2020, the Ministry of Education issued the "Guiding Outlines for the Construction of Ideological and Political Courses in Colleges and Universities" (hereinafter referred to as the Outlines), which proposes that higher education should comprehensively promote the construction of ideological and political courses. This involves integrating value guidance into the imparting of knowledge and the cultivation of abilities, helping students to shape a correct outlook on the world, life, and values. The Outlines have pointed the way forward for the construction of ideological and political courses in colleges and universities [1]. Universities play multiple roles before students enter society, with one of the most central roles being the "bridge" or "preparation station" for students' entry into society. As a new force in society, college students are not only taught professional knowledge and skills to lay a solid foundation for their future careers but also guided in value terms before entering society. They bear the important task of cultivating students' sense of social responsibility, moral concepts, and civic consciousness, helping them establish correct values and life views, and

preparing them to become useful talents for society.

For the construction of ideological and political courses in engineering and technology majors, the Outlines point out that industrial specialty courses should focus on strengthening students' engineering ethics education, cultivating their spirit of striving for excellence as a great craftsman, and stimulating their passion for contributing to the country through science and technology. The "Digital Media Post-Production" course, as a core course in the digital media technology major, aims to train and deliver high-quality technical talents for media-related industries. The course not only needs to cultivate students' professional skills in handling digital media post-production operations but also to cultivate a sense of mission and responsibility as scientific and technological personnel to spread positive energy for society and the nation. Against this backdrop, the study of ideological and political education in the "Digital Media Post-Production" course is particularly important.

2. Course Status Analysis

Under the premise of carrying out ideological and political education reform in professional courses, it is necessary to analyze the current status of the course and then take corresponding measures for reform and practice.

2.1 The Course is Too Professional and Lacks Ideological and Political Elements

The "Digital Media Post-Production" course is created for post-production technical positions in the current media-related industries. In order to enable students to find corresponding jobs more quickly after graduation, the course construction is initially guided by job requirements. The teaching content of this course is mostly based on software technology operations, with an emphasis on skills over ideological and political education. The course content design lacks

relevant ideological and political elements, and there is a scarcity of integrating course resource cases for ideological and political education during the teaching process. Students cannot be influenced by ideological and political education during the teaching process, making it difficult to achieve an organic integration of ideological and political education and teaching content.

As a result, when students engage in project design, their works lack a certain level of humanistic care and rarely integrate ideological and political elements. This indirectly reflects that the current course teaching process is too professional and does not fully integrate ideological and political elements, deviating from the purpose of college course ideological and political construction.

2.2 Teaching Focuses on Results-Oriented, Lacking Value Guidance

The content of the "Digital Media Post-Production" course uses digital media as a carrier and aims to improve students' professional skills. In result-oriented teaching, humanistic education is often marginalized or neglected. Students lack understanding and reflection on human culture, history, philosophy, and other aspects, making it difficult to form comprehensive humanistic literacy and critical thinking. To better enable students to master and consolidate classroom knowledge, the teaching process advocates the use of Internet resources for practical exercises. However, facing the vast amount of information on the Internet, students are unable to correctly discern and select, to absorb the essence and discard the dross, which requires students to have a certain ability to think critically.

In addition, when selecting corresponding resource materials for use, most students lack copyright awareness or disregard copyright rules, leading to direct or indirect infringement or theft of work results by others. Result-oriented teaching often focuses on the achievement of short-term goals, lacks correct value guidance, and neglects guidance for students' future career development and life planning^[2].

3. Course Learning Analysis

The "Digital Media Post-Production" course is a professional elective course for the digital media technology major, aimed at sophomore students. At this stage, students have just crossed the freshman stage and are preparing to formally enter the study of

professional courses. They hope to get immediate feedback on their learning and are eager to gain a sense of achievement in learning through case practice in class teaching. Moreover, students at this stage have a rigid thinking pattern and have a serious inertia thinking in the study of professional courses, lacking a good innovative thinking mode, and their enthusiasm and initiative in learning are gradually decreasing.

4. Course Ideological and Political Teaching Reform Measures

Based on the current situation and learning analysis of the "Digital Media Post-Production" course, this course ideological and political teaching reform will explore measures for course ideological and political teaching reform from multiple aspects, including optimizing the course system, adjusting course content, building a teaching team, and innovating teaching methods, in order to complete the ideological and political education construction of the course.

4.1 Optimization of the Course System under the Ideological and Political Perspective

4.1.1 Clarify the course positioning

The course positioning should give equal importance to technical strength and ideological and political education. It should cover the basic theories, basic skills, and common software operations of film and television post-production, enabling students to master the technology and processes of film and television post-production proficiently. At the same time, it should focus on the integration of ideological and political education, integrating the education of socialist core values into the teaching process, and guiding students to understand and practice socialist core values through case analysis and project practice. Through project operation training, encourage students to think creatively and practice innovation, cultivate students' awareness and ability of innovation, and enhance students' hands-on ability and problem-solving ability. At the same time, teach students professional ethics and professional standards in class to improve students' professional quality, emphasize the importance of digital media post-production in spreading information and shaping social images, educate students to recognize the impact of their work on society, and cultivate their responsible work attitude.

In summary, the positioning of this course is to cultivate high-quality talents with professional skills and knowledge, innovative spirit, sense of

social responsibility, and professional quality.

4.1.2 Innovate course objectives

The early course objectives of "Digital Media Post-Production" focused more on students' theoretical knowledge foundation and practical skill cultivation, emphasizing students' ability to solve practical project problems, and neglecting the integration of ideological and political education.

This course ideological and political construction is based on the course positioning to innovate course objectives. On the basis of traditional course objectives, integrate course ideological and political education. Table 1 shows the traditional course objectives and the innovative course ideological and political objectives after integrating ideological and political education elements.

Table 1. Traditional Course Objectives and Course Ideological and Political Objectives of "Digital Media Post-Production" Course

Traditional Course Objectives	Course Ideological and Political Education Objectives
1.Master the basic theories and skills of digital media post-production. 2.Learn to use professional software for video editing, audio editing, and understand the processes and standards of film and television production, establish a correct professional perspective for video editing, special effects production, and audio editing, and understand the processes and standards of film and television production. 3.Cultivate artistic aesthetic and creative abilities 4.Enhance project management and teamwork skills. Strengthen the ability to analyze and innovate solving	LO1: Cultivate students to master the basic theories and skills of digital media post-production, learn to use professional software for video editing and audio editing, understand the processes and standards of film and television production, establish a correct professional perspective for students, and guide students to understand and practice basic moral norms such as responsibility, fairness, and integrity. LO2: By sharing excellent classic cases, cultivate students' artistic aesthetic and creative expression abilities, and through case analysis, make students aware of the social impact of media communication and cultivate the correct awareness of public opinion guidance. LO3: Through the establishment of an assessment system, encourage students to form teams spontaneously, improve project management and teamwork skills, and encourage students to integrate Chinese elements in their work design, stimulating students' interest and love for China's excellent traditional culture. LO4: Cultivate students' ability to solve practical production problems, enhance students' critical thinking

practical production problems	skills, form healthy online behavior habits, focus on personal cultivation, and promote the comprehensive development of students.
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4.1.3 Optimize the assessment system

To more intuitively see the effects of course ideological and political education, this course construction optimizes the course assessment system, integrating students' understanding of course ideological and political education into the assessment evaluation, encouraging students to integrate elements of China's excellent traditional culture into their work design, or to use red classic main melodies as the theme of the work, designing the proportion of scores occupied by ideological and political elements, and scoring according to the performance and depth of the work. Table 2 is the detailed requirements and scoring standards for the course assessment of this course.

Table 2. "Digital Media Post-Production" Course Assessment System and Scoring Standards

Regular Assignments (40%)	1.Daily Attendance: Graded based on attendance rate and punctuality, with a deduction of 0.5% for each absence, and full marks for perfect attendance and punctuality, to enhance students' sense of responsibility.(10%)
	2.Classroom Performance: Graded based on students' participation, quality of discussion, and level of activity in the classroom, encouraging active engagement and fostering enthusiasm for active participation.(10%)
	3.Regular Assignments: Graded on completion and quality, with content required to meet course requirements, encouraging innovation and independent thinking.(20%)
Presentation Video(60%)	1.Appropriate Use of Special Effects, Smooth and Innovative Design: This section mainly assesses students' operational proficiency in theoretical knowledge and practical skills, as well as their problem-solving abilities.(15%)
	2. Rhythmic Combination of Motion and Stillness, Compact Content, Reflecting and Expressing the Theme and Related Artistic Connotations: This section mainly assesses students' creativity, uniqueness, and originality in their works.(15%)

	3.Integration of Ideological and Political Elements or Red Theme in the Work, Demonstrating Students' Patriotic Sentiments and Sense of Social Responsibility: Graded based on the expression and depth of the work.(15%)
	4.Course Practical Report: Specific work content (mainly post-production or main shooting), individual division of labor, this section mainly assesses students' team cooperation awareness and analytical summarization abilities.(15%)

4.2 Course Content Design under the Ideological and Political Perspective

In response to the problems pointed out in the course status analysis, the course content is optimized and reformed, mainly from the teaching cases and teaching resources.

4.2.1 Integrate ideological and political elements into course cases

The "Digital Media Post-Production" course is aimed at the film and television production industry, aiming to cultivate students' mastery of the basic theories and skills of digital media post-production. At present, After Effects is widely used in

film and television post-production, TV column packaging, film and television advertising, etc., and is an important tool for digital media art and visual communication design majors. The software provides a wealth of animation, special effects, synthesis, and other functions, which can meet the needs of different projects, from simple animations to complex visual effects, allowing students to transform creative ideas into actual visual effects, and cultivate their creativity and artistic expression ability. Therefore, the course content is mainly based on the operation of Adobe Effects software.

In the teaching process, the construction of course ideological and political education should subtly influence students, which requires the penetration of course ideological and political elements in the course content. When teaching, choose educational case materials, such as those that can convey socialist core values, showcase China's excellent traditional culture, and reflect the spirit of the times and national spirit. For example, use documentary segments to tell the themes of China's historical changes, social development, and scientific and technological

progress. At the same time, encourage students to use elements of Chinese traditional music, patterns, and colors in post-production to promote Chinese culture, enhance students' cultural confidence and cultural identity, and use corresponding teaching cases to provide students with design ideas.

In summary, the optimization of course content is to use teaching cases in the teaching process, integrate ideological and political elements into the cases, and subtly influence students. This time, the course cases have been redesigned and organized for course ideological and political education, and the course cases and related ideological and political design concepts are shown in Table 3.

Table 3. Course Case Ideological and Political Design

Course Content	Integration Points of Ideological and Political Education in the Course	Design Philosophy of Ideological and Political Education in the Course	Expected Outcomes
Software Awareness	Create an "Opening Ceremony Newspaper Animation" using appropriate classroom materials, explaining the properties of layers, including basic layer attributes and an introduction to the concept of composition.	Cultivate students' media literacy, emphasizing the accuracy and creativity of information presentation, and enhance students' political awareness during the case production process.	Students understand the basic workflow of post-production and become familiar with the software interface.
Keyframe Settings	Using the "Belt and Road" animation as an example, complete the case production using materials and keyframe settings.	Showcase the characteristics of national culture, establish students' cultural confidence, and promote and celebrate national culture.	Students understand the principles of masks and use mask tools to complete video mapping.

Text Tool	Create an advertisement with dynamic text effects	Establish brand awareness among students and convey corporate culture through dynamic text.	Students master the production skills of text animations and use text tools proficiently.
Mask Operation	Use mask tools to create an ink painting video.	This helps to enhance students' aesthetic abilities, stimulate students' interest in art, and promote students' moral cultivation.	Students understand the principles of masks and use mask tools to complete video mapping.
Chroma Keying Basics	Create a segment of an interview program involving characters and virtual backgrounds.	Enable students to comprehend the principles of authenticity in media communication and ensure the truthfulness and reliability of reported information.	Students master the techniques of compositing and chroma keying.
3D Layers and Animation	Produce a 3D case that chronologically advances through significant historical events.	Activate students' patriotic feelings and enhance their sense of mission and social responsibility.	Students understand the integration of 3D elements with animation.

4.2.2 Build a digital resource for course ideological and political education

To better carry out course ideological and political construction, use modern digital technology to integrate and optimize ideological and political education resources, and improve the quality and effectiveness of ideological and political education. Through the construction of digital resources, it is possible to achieve the sharing and efficient use of educational resources, break the limitations of time and space, and provide students with a richer, more vivid, and more convenient learning experience. Digital resources should include basic theoretical introductions of the course, course teaching materials, and expanded resources and other related teaching content, which are convenient

for teachers to teach and students to review, and design corresponding discussion topics to trigger students' thinking, provide real-time feedback and evaluation, encourage students to participate in discussions and work sharing, and cultivate team cooperation and social responsibility. Based on the online learning platform, publish related teaching resources, teachers teach according to the classroom teaching content to make video tutorials, organize online teaching activities, and track students' learning progress and effectiveness. Students can learn independently and complete assignments on the platform. After the course is over, corresponding questionnaires can be designed to conduct course learning feedback interviews with students, obtain students' teaching feedback on the course, and adjust the course appropriately according to students' feedback.

Building a digital resource for course ideological and political education is a long-term and complex process, which requires maintenance after construction, including timely updates of case materials and optimization of teaching content. Through the construction and application of digital resources, the quality and effectiveness of ideological and political education can be improved, and contributions can be made to the cultivation of talents with noble character and innovative ability. Figure 1 shows the digital resources established by this course project using the Chaoxing teaching platform, which includes teaching-related courseware, classroom video recordings, and related teaching material libraries.

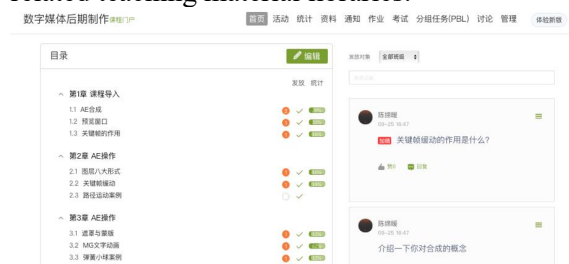


Figure 1. "Digital Media Post-Production" Course Online Teaching Platform

4.3 Building a Teaching Team under the Ideological and Political Perspective

To truly implement course ideological and political education into classroom teaching, it is necessary to closely follow the four characters of "morality cultivation and people-oriented" and set an example for teachers. Teachers are the main persons responsible for teaching activities.

Building a teaching team that can fully meet the requirements of course ideological and political teaching and practice the concept of course ideological and political education is a key link in course ideological and political education. The construction of the course ideological and political teaching team requires teachers to clarify the concept of ideological and political education and ensure that all teachers have a clear understanding of the importance of course ideological and political education. Regularly organize training that combines ideological and political education and professional education to improve teachers' ability and skills to integrate ideological and political elements into course teaching, and encourage teachers to communicate and cooperate with each other to discuss how to effectively integrate ideological and political elements into different courses.

4.4 Innovation of Teaching Methods under the Ideological and Political Perspective

To carry out the teaching reform and construction of a course ideological and political education, the essence is to integrate ideological and political education throughout the entire course construction, from the course system, course content to the teaching team. However, to truly achieve the construction of course ideological and political education, it is also necessary to start from the classroom and use teaching methods to connect the course system, course content, and teaching team. Under the perspective of course ideological and political education, the innovation of teaching methods is of great significance to improve the teaching effect of ideological and political courses and cultivate students' comprehensive qualities.

In the past, classroom teaching was mainly based on the teaching method, with teachers as the main body of the classroom, and students as the receiving party to unilaterally absorb knowledge, and the classroom lacked interactivity and enthusiasm. The teaching method under the perspective of course ideological and political education abandons the past way of teachers as the main body in the classroom, and instead focuses on students, strengthening the main position of students.

The main teaching methods of this course are case teaching method and task-driven method, guiding students to actively participate in the learning process and stimulating students' interest and enthusiasm in learning. Through the

case teaching method, classic ideological and political teaching cases are introduced into the classroom, allowing students to analyze and discuss, helping students to understand and master knowledge and skills. Secondly, through the task-driven method, which is task-oriented, students learn and master knowledge in the process of completing tasks.

5. Summary

Course construction is not a one-time event, and it needs to be continuously updated and improved according to industry development, technological progress, and teaching feedback. This includes clarifying course positioning, adjusting teaching content, and optimizing the course evaluation system.

In summary, the construction of ideological and political education in the "Digital Media Post-Production" course requires comprehensive consideration of various factors, and by continuously optimizing and improving, it provides high-quality educational resources for students and cultivates their professional skills and comprehensive qualities.

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