DOI: 10.53469/jerp.2024.06(11).18

Research on Innovative Practices in Teaching Drama and Film Studies under the AIGC

Yanan Liu

College of Film and Television Arts, Hebei Institute of Communication, Shijiazhang 051430, Hebei, China

Abstract: ***In the field of AIGC (Artificial Intelligence Generated Content), how to leverage the educational advantages and professional characteristics of universities, break through the barriers of disciplines, combine existing research results, and further explore how to integrate AIGC technology with specific courses in drama and film studies. Starting from the theoretical basis of innovative integration of professional courses, through deconstructing the integration and innovation of drama and film professional courses in the AIGC field, reconstructing and optimizing to explore practical models and paths, analyzing the development opportunities and prospects in the integration process, exploring new paths of development, in order to provide ideas and suggestions for the innovation and reconstruction of drama and film professional courses under the AIGC field, is the main research content of this article.***

Keywords: AIGC, Drama and Film Major, Curriculum Innovation.

1. Introduction

Drama and film studies, as a synthesis of "science and art," have always calmly responded to social changes and new technological trends in their development process. The application of artificial intelligence technology will also become an important direction for the future development of the arts and media industries. In the context of AIGC, the new interdisciplinary field urgently needs to carry out more in-depth research on the integration and innovation of arts and technology majors. Building on existing research results, further exploration can be conducted on how to integrate AIGC technology with specific courses in drama and film studies. For example, using programming and artificial intelligence technology to design new film and television works, algorithms, and models, or guiding students to research how to use artificial intelligence technology to improve the efficiency and quality of film and television production. At the same time, it can also guide students to think about how to apply AIGC technology in the future media industry to meet future social needs. This will help cultivate talents with interdisciplinary perspectives and innovative abilities, making contributions to the future development of the arts and media industries.

2. Exploring the Potential and Innovation of AIGC Technology in the Teaching of Drama and Film Professions.

AIGC (Artificial Intelligence Generated Content) technology, including natural language processing, image recognition, audio synthesis, etc., provides a new possibility for the teaching of drama and film. Explore the practical application value of these technologies in course teaching, delve into the specific applications of AIGC technology in the teaching of drama and film majors, and attempt to organically combine them with existing teaching models to optimize teaching effectiveness.

2.1 Using advanced features such as natural language processing, image recognition, and audio synthesis in AIGC technology enhances the teaching effectiveness of drama and film professionals. AIGC technology can create realistic virtual scenes and characters, thereby enhancing the visual effects and immersion of film and television teaching. Through the interactive experience of AIGC, students can engage in dialogue and interaction with virtual scenes and characters, as if they are in a real film shooting scene. This not only stimulates students' interest in learning but also improves their practical skills. At the same time, it can assist teachers in intelligently recommending relevant teaching content based on students' feedback and needs, thereby improving teaching effectiveness. For example, content creation and generation, personalization and intelligent recommendations, interactive and immersive experiences.

2.2 Innovations in scriptwriting, character design, scene rendering, and other aspects using AIGC technology, further explore the application of AIGC technology in post-production of film and television. For example, using artificial intelligence for video editing and special effects production can intelligently adjust editing based on the story plot, even adding appropriate special effects in the video, greatly improving production efficiency and quality, and significantly saving manpower and time costs, allowing the production team to focus more on creativity and artistic expression; by intelligently generating the first draft of the script through AIGC technology, assisting screenwriters in character design, and even providing unique visual effects for characters and environments in scene rendering.

2.3 Using AIGC technology to achieve digital display and interactive experience of student works. By establishing a work database and an AI interactive platform, student works can be digitally displayed. Students can easily share and communicate their works with other creators to further inspire creative ideas. With the help of existing online and offline teaching platforms, a online learning platform based on AIGC technology is constructed, integrating various teaching resources, including high-quality courses, professional tutorials, and case studies. At the same time, using AIGC technology to provide intelligent recommendations and personalized learning paths, customized learning plans are tailored to different students' learning needs and progress, enabling each student to have the most suitable learning experience, fully meeting personalized needs, and achieving real-time feedback and adjustments in teaching effectiveness.

It further enhances the quality of teaching.

2.4 The application of AIGC technology in interdisciplinary teaching, such as integrating technology with fields such as performance, design, and scriptwriting, to cultivate students' innovation abilities and comprehensive literacy. In the field of performance, AIGC technology can help students gain a deeper understanding and portrayal of characters' inner world, enhance students' plot design abilities and acting skills through intelligently generated plots and scenes; in scriptwriting, AIGC technology can assist students in conceiving more novel, interesting, and imaginative storylines, optimize scriptwriting by analyzing audience feedback through intelligent algorithms; in design, AIGC technology can help students gain more design inspiration and creativity, improve design skills and aesthetic abilities through intelligently generated design elements and color schemes.

2.5 The application of AIGC technology in the research of drama and film theory. For example, using artificial intelligence for data analysis and mining can help students better understand audience preferences, market trends, and the quality of works. At the same time, combining perspectives from disciplines such as psychology, sociology, and anthropology, exploring how AIGC technology influences students' creative thinking, performance styles, and aesthetic concepts. However, it is worth noting that the impact of AIGC technology on drama and film theory is not one-way. It may also challenge traditional creative concepts. For example, traditional performance styles emphasize actors' personal expression, while AIGC technology may lead actors to rely too much on technical means, resulting in the loss of individuality in performance. Therefore, how to balance technology and art is still an issue that needs further exploration. In addition, AIGC technology has also sparked discussions on intellectual property and copyright. In the process of creating film and television works, how to define which parts need copyright protection, and how to balance the interests between creators and technology companies, are also ongoing issues for consideration.

2.6 The application of AIGC technology in international drama and film communication. For example, by building an international drama and film communication platform based on AIGC technology, it can promote academic exchanges, work exhibitions, and cooperation projects between countries. This will help cultivate an international perspective, broaden international cooperation channels, and bring more opportunities and challenges to the teaching of drama and film majors in our country. This communication platform based on AIGC technology can automatically organize and analyze various drama and film information through big data and artificial intelligence technology, providing participants with accurate and timely information and services. In addition, the platform can also have functions such as expert forums and academic seminars, encouraging drama and film experts from various countries to conduct online exchanges and discussions, thereby enhancing the level and quality of academic research. At the same time, the platform can also provide participants with functions for work exhibitions and transactions, promoting the exchange and cooperation of films from various countries and pushing forward the development of the film industry.

The potential application of AIGC technology in the teaching of drama and film majors is enormous, with countless innovations. By thoroughly exploring the application value of these technologies, the optimization of teaching effects can be achieved, cultivating more drama and film talents with innovative abilities and comprehensive literacy.

3. Continue to Promote the Innovation and Reconstruction of AIGC Technology in the Teaching Courses of Drama and Film Studies

With the support of AIGC (Artificial Intelligence Generated Content) technology, the traditional content and structure of drama and film professional courses need to be adjusted and optimized accordingly to meet new teaching needs and trends, designing more innovative and practical course content, and establishing teaching models and methods that align with the characteristics of AIGC technology.

3.1 Based on the features and advantages of AIGC technology, redesign the course content and build a curriculum system that meets the needs of the new era. Guided by the principles of innovation and reconstruction, break through the traditional liberal arts thinking mode, get rid of the narrow concept of professional skills training, and break down the professional barriers between disciplines. By integrating new technologies into professional courses, promote the intelligent upgrading of traditional professions. Innovate the curriculum system and teaching methods, oriented towards social needs, innovate course content with a market-oriented mindset, and achieve innovative development of drama and film and television professional courses.

3.2 Based on the features and advantages of AIGC technology, innovative teaching methods and means are adopted to enhance students' interest and practical abilities. In the teaching process, various aspects such as curriculum design, cultivation of practical and innovative abilities, interdisciplinary and cross-industry collaboration and communication, ethics and social responsibility education, and enhancement of media literacy need to be considered. In the future, drama and film professional courses need to focus more on students, actively guiding them to combine technology with art to enhance their creativity and innovation spirit.

3.3 Teachers should have the ability to continuously learn new technologies, promptly understand and master the latest teaching methods and tools, in order to provide students with more efficient and personalized teaching services. During the teaching process, it is necessary to emphasize the ethical norms related to intellectual property rights, data privacy, and content review, ensuring that students follow relevant regulations and ethical guidelines in the creative process. In addition, students should be educated to take on social responsibility, realizing that creation is not only for entertaining the audience, but also carries the responsibility of spreading culture, values, and promoting

social progress. Only in this way can the innovation and reconstruction of drama and film & television professional courses be truly achieved, cultivating more film and television talents that meet the requirements of the new era.

3.4 Emphasizing the improvement of media literacy. With the development of digital media, media literacy has become one of the essential skills for modern people. In drama and film courses, media literacy education should be added to cultivate students' understanding, critical thinking, and application abilities of various media forms, enabling them to use media correctly and effectively in the information-saturated digital age.

Integrating AIGC technology into drama and film professional courses, innovating teaching methods and approaches, guided by social needs, and combining considerations of ethics, social responsibility, and media literacy education are essential to truly achieve the innovation and reconstruction of professional courses and cultivate more film and television talents that meet the requirements of the new era.

4. The Practical Path of Long-term Development of AIGC Technology in Drama and film/TV Professional Teaching Courses

Through practical exploration, provide specific operation guidelines and reference cases for the reform of teaching in the fields of drama and film and television. Apply AI Generated Content (AIGC) technology to the teaching of drama and film and television, including specific steps for technical implementation, design of teaching strategies, and integration of teaching resources.

4.1 Emphasizing the solid theoretical foundation of course integration and innovation under the AIGC perspective should cover theories of artificial intelligence and machine learning, generative adversarial networks (GAN), media theory, digital media theory, information aesthetics theory, as well as communication and audience research theories [1]. The utility of course innovation and restructuring should extend to advancing industry progress, cultivating interdisciplinary talents, stimulating content innovation and cross-disciplinary collaboration, thereby contributing to the construction of a diversified new ecology for the film and media industry.

4.2 Under the perspective of AIGC, the innovation and reconstruction of drama and film major courses can be studied from three aspects: integrated education emphasizes not only the establishment of interdisciplinary teams, but also the establishment of common language and communication mechanisms among different fields, promoting effective communication and collaboration among relevant fields, stakeholders, or different cultures, in order to find a common framework for problem solving, prompting learners to apply the knowledge system and cognitive structure they have acquired in the real-world workplace, and thus achieve tangible social benefits [2]. Cross-disciplinary interaction makes the courses more interactive and participatory. For example, technologies such as virtual reality, augmented reality, etc., can allow students to have a more immersive experience through artworks and films, while artificial intelligence algorithms can make the interactions of the works more intelligent, enabling students to create more interactive and engaging works with the help of artificial intelligence technology [1]; the practical mode, using integrated laboratory models and cross-disciplinary practice competition models, helps students create cross-disciplinary works and excel in disciplinary competitions to win awards.

5. Establish a Sound Mechanism for Evaluating and Providing Feedback on the Teaching Effectiveness of Professional Courses

By collecting and analyzing student learning data under the support of AIGC, evaluate the improvement of course innovation and teaching effectiveness after restructuring, and adjust and optimize teaching strategies and methods based on feedback. This helps to form a continuous improvement teaching cycle, promoting the continuous improvement of the teaching quality and effectiveness of drama and film majors.

5.1 Develop interactive learning tools that provide real-time feedback on students' learning effects during participation and use, thereby adjusting their own learning strategies. This will make teaching more personalized and precise, thereby improving students' autonomy and engagement in learning. Use AI technology to track and record each student's learning progress, participation in discussions, completion of assignments, etc., forming comprehensive and objective assessment data. These data are used for analysis and comparison to evaluate the effectiveness of course innovations; collect students' feedback, including satisfaction with new teaching methods, evaluation of teaching resources, etc., to continuously optimize teaching strategies and methods; use AI technology to predict students' learning difficulties and issues, intervene and guide in advance to improve teaching effectiveness; establish a reward mechanism to commend and reward students who actively use AIGC for learning assistance and make significant progress. This not only motivates students to better utilize technological means for learning assistance but also provides teachers with more targeted directions for optimizing teaching strategies.

5.2 Develop AI assessment tools to conduct in-depth analysis and evaluation based on students' works and creative achievements, providing more targeted and objective assessment results to enhance the accuracy and fairness of teaching evaluations. It can also help teachers better understand students' learning processes and achievements, thus providing more inspiring and guiding feedback. For example, using AIGC technology to simulate and replicate actual industry scenarios and situations can help students better understand and master relevant knowledge and skills, and also enable a comprehensive assessment of students' overall quality and potential. By analyzing students' works, teachers can identify students' learning characteristics and interests, and recommend relevant learning resources and materials to help them further expand their knowledge and skills. Utilizing AI technology to predict students' future career development directions can provide them with more targeted and personalized mentoring advice to help students

better plan for the future and lay a solid foundation for their careers.

In conclusion, the application of AIGC technology will have a profound impact on the teaching of drama and film majors. It can not only help improve the quality and effectiveness of teaching, but also promote teaching innovation and development. By fully utilizing the advantages of AIGC technology, it is possible to promote the innovation and restructuring of courses in drama and film majors, explore practical paths, continuously optimize teaching effectiveness, and adapt to the demands of the new era for the training of talents in drama and film. It comprehensively promotes the reform and development of teaching in drama and film majors, injecting new vitality into the development of education in drama and film majors.

Acknowledgments

This article is the result of the special research project "Research on Innovative and Reconstructive Practice Paths of Drama and Film Professional Courses from the Perspective of AIGC" on the empowerment of teaching and research by artificial intelligence at Hebei University of Media, with project number HCAIJG2024027.

References

[1] J. Qian and N. Kang (2023). Research on the integration, innovation, and reconstruction of art and media majors under the perspective of AIGC. Communication and Copyright, 2023(14), 114-116+120.

[2] Z. Zhu and X. Zhao and S. Shen (2024). Rongchuang Education: The time path of empowering the cultivation of new talents with digital intelligence technology. China Distance Education, 44(05), 3-14.