

Teaching and Learning Effects of "CBL Method" in Film and Television Aesthetics Course

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Abstract. In the digital age, education science requires breaking through the limitations and frameworks of theoretical courses in the past. This thesis takes "CBL Method" (Case-Based Learning method) as the theoretical framework, and carries out teaching innovation in the course of "Film and Television Aesthetics", which is oriented to the practice of works, and designs cases according to the teaching objectives. The case is designed according to the teaching objectives, with the teacher as the leader and the students as the main participant, so that the students can think and analyze and discuss in small groups, thus strengthening the learning of knowledge points and improving the students' ability to analyze and solve problems. "CBL Method" can find its corresponding theoretical basis in modern learning connection theory, cognitive theory, observation theory, humanistic theory and constructivist theory. The experimental results confirm that through the innovation of teaching mode of CBL Method, students can have a deeper understanding of the course content, break the stereotype that it is difficult to apply theories to practice, and make the classroom become a field of instant interaction between teachers and students, enhancing teaching effectiveness and learning achievement.

Keywords: Teaching Methods, CBL Method, Teaching Reform, Film and Television Aesthetics, Communication Courses, Flipped Classes

1 Introduction

According to the Opinions on Effectively Strengthening the Work of Aesthetic Education in University issued by the Ministry of Education of China in 2019, the document clearly states, "Improving students' aesthetic and humanistic literacy and comprehensively strengthening and improving the work of aesthetic education is an important task for higher education in the current and future period." Therefore, the aesthetic education curriculum has become an important development that requires more attention.

Teaching experiments were conducted using the Case-Based Learning (CBL) method, CBL is the development of PBL method, which is based on clinical cases, designing problems related to them, guiding and inspiring students to discuss around the problems as a kind of group discussion teaching method. Case teaching method, through vivid practical case analysis, the theoretical content and teaching points through a case and three problems, enhance students' interest and participation in the civics course, enhance the relevance, theory, ideology and affinity of the civics course, and enhance the effectiveness of civics course teaching. Therefore,

enhancing students' psychological motivation is the focus of the case teaching method in teaching reform.

This study is based on educational sciences, integrating theory and practice, on the historical trajectory of film and television aesthetics and the main schools. Uses in "Film and Television Aesthetics" course as an application of CBL Method.

The paper through the CBL Method, students were divided into experimental group and control group, and use questionnaires to understand the effectiveness of teaching and students' learning. After verifying the data, it was concluded that the advantages of CBL Method and traditional teaching method can be used as a reference for teaching reform.

2 CBL Method and experimental design

The core of CBL Method is "case-based, problem-based, student-oriented, teacher-led" group discussion teaching. Before the lesson, the lead teacher sends the questions to the students in advance on WeChat, so that the students can preview the lesson in advance and think about the extension of the case and the ways to use it with the information they have collected.

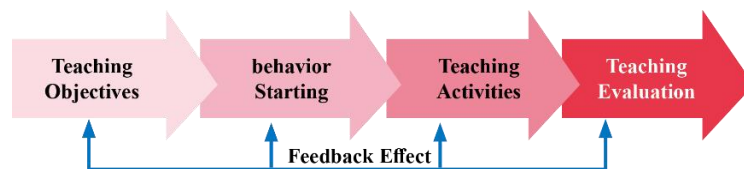
Researchers Dong Huasong and Wang Xin recognized that the role of cases in classroom teaching is fully emphasized, focusing on the selection of cases and the way to teach them, with the setting of cases as the core of the course teaching work in a hierarchical progression.^[1]

2.1 Features of CBL Method

CBL Method uses in the "Film and Television Aesthetics" course combines teaching and innovation for optimal results. With this pedagogical design, a classroom becomes fully interactive and participatory through real-time interactive participation. Allow teachers to create their own multiple case discussion topics or connect to the Internet to use existing online information as a review of how well students have absorbed the content of the lesson. As a teaching strategy, CBL case study teaching methodology is a discussion-based teaching methodology that uses cases as the basis for designing questions related to the cases, and guides and inspires discussions around the questions in the classroom.

2.2 Experimental Design of CBL Method

The basic model of teaching was first proposed by an American educational psychologist William Glasser and all teaching activities basically contain four basic elements: analyzing teaching objectives, diagnosing starting behaviors, designing teaching processes, and evaluating teaching, resulting in a teaching model as shown in Fig. 1.^[2]



Data source: Chun-Hsing Chang and Ching-Shan Lin (1989)

Fig. 1. Glaser Basic Teaching Model.

The course "Film and Television Aesthetics" practices CBL Method, which starts from the basic principles of aesthetics, and is implemented in the writing of the appreciation list to cultivate art appreciation.

2.3 Experimental and Control Groups

Many scholars and thesis studies show that in the classroom teaching activities, teacher can first use the case and roundtable discussion as an illustration, and in the teaching demonstration, the teacher can use homemade digital teaching materials such as PPT or other platform. In Scholar Stefanile, A. research, educational paradigm shift will impose continued educational shifts in planning, thinking.^[3]

According to the research, CBL Method is effective in constructing positive classroom interactions and two-way teacher-student engagement.

As fig.2, the practice of film and television aesthetics in the curriculum system of radio and television programming and directing majors was divided into "experimental group" and "control group".

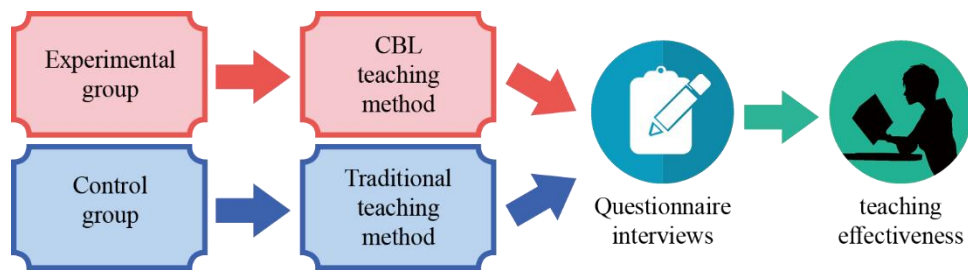


Fig. 2. Teaching Experiment Flow

The experimental group used the CBL Method in class, utilized the interaction with students, and conducted interviews and questionnaires at the end of the course to find out the students' learning effects. The control group practiced the traditional PPT lecture in the course, and since the students had participated in the CBL Method, and use questionnaire and interview survey.

3 Experimental Results and Effectiveness Analysis

"Film and Television Aesthetics" has two classes, part of the implementation of CBL Method, the implementation of the course a total of 9 times, a total of 90 students, should receive 90 questionnaires, the actual receipt of 84, through the questionnaire survey and analysis of the effectiveness of student learning.

After using CBL model, questionnaire was administered to students regarding CBL scores, utilizing the standard deviation formula:

$$\sigma = \sqrt{[\Sigma(x_i - \mu)^2 / n]}. \quad (1)$$

The calculations revealed that standard deviation of "CBL Method Learning Effectiveness Score" 1.34 minimum (1), that students were more positive about the CBL Method. The "CBL Method Lesson Understanding Score" indicates 8.50 the highest evaluation of the increase in comprehension. (Table1)

Table 1. CBL Method average and standard deviation Score.

Questions	Average	Standard Deviation
CBL Method Learning Effectiveness Score	8.34	1.34
CBL Method Increase Attention Score	8.03	1.76
CBL Method Lesson Interaction Score	8.45	1.66
CBL Method Lesson Understanding Score	8.50	1.59
CBL Method Participation Score	8.47	1.66

Through Fig.3, In the comparison of the effect of CBL case teaching method, the degree of concentration of students in the traditional one-way dissemination of PPT teaching method is 6.76, and the degree of concentration of students using the CBL Method is 8.03; in the learning effect, the learning effect of traditional one-way PPT is 6.82, and the degree of concentration of students using the CBL Method is 8.34. Overall, it seems that the use of the Overall, it seems that the teaching effect is 12.7%-15.2% higher with the CBL Method. Through the questionnaire feedback from the students in the class, it is obvious that the effectiveness of using CBL Method is better.

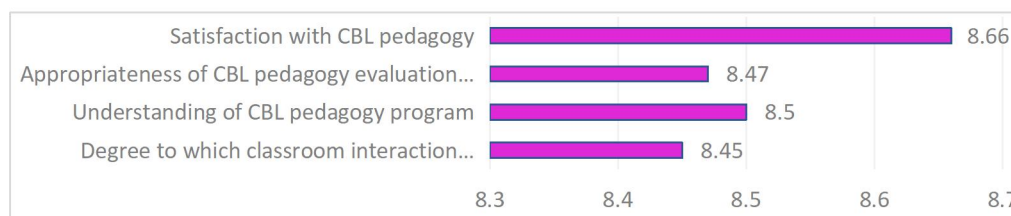


Fig. 3. Comparison of the Effectiveness in CBL Method

In Fig.4, in the data of CBL case teaching method student evaluation, students' satisfaction with the teaching method is 8.66, the appropriateness of the evaluation system is 8.47, the degree of understanding of the teaching course is 8.5, the degree of classroom interaction on the enhancement of the teaching is 8.45, and the overall average is 8.52, which is a significant improvement in the relative effect and a certain degree of effectiveness of the course, which is expected to serve as a basis for future teaching innovations.

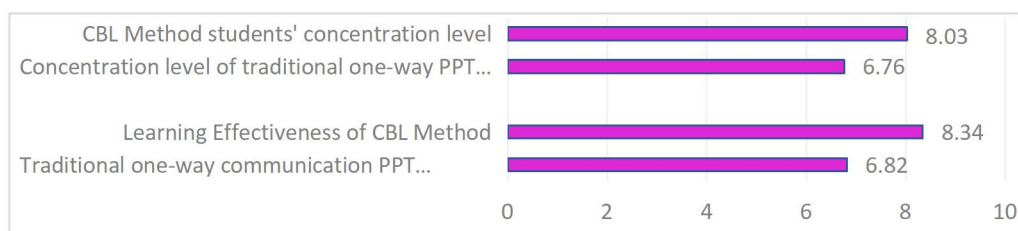


Fig. 4. Student Assessment in CBL Method

Through the feedback and questionnaires of the students, it is obvious that the teaching effect of using the CBL Method is more interactive, and the feedback of the students indicated that it effectively improved their understanding of theories, their ability to think independently, and their ability to apply it to their creations.

As other research, there is a desire to improve learning, then there is a need to design for and evaluate students' interactions with the actual knowledge content in the media, guiding the integration of resources to promote interaction at this knowledge level. [4]

4 Conclusions

This study utilizes case studies and file folder management in the CBL Method to effectively integrate the theoretical and practical needs of the course, which is applicable to all majors in humanities and social sciences and can effectively enhance students' classroom participation and motivation, with concrete results in the form of works and quantifiable experimental indicators.

Using CBL Method, it broke with the past teaching evaluation, most of them are one-way transmission, need to be in the test or classroom report, only to be able to know the students for the learning content of the digestive degree, but through the CBL Method, it can be a real-time understanding of the learning effect of the students, and make adjustments immediately.

One of the most difficult aspects of teaching aesthetics in film and television is the integration of theory and case study.

Because CBL Method allows for real-time feedback, students can immediately analyze the topics and cases being discussed and apply what they think to practical teaching, with the teacher and the students as co-participants in the classroom, and it also gives the teacher multiple dimensions of evaluating the students instead of the one-way giving mechanism of the past courses.

It also gives the teacher multiple dimensions to evaluate the students, instead of the one-way giving mechanism in the past courses, which makes it possible to be more objective and prescribe the right remedy in the course evaluation.

The CBL Method allows each student to establish a file folder mechanism based on the case, students can collect and sort through the file, a more objective understanding of their own learning situation. Scholars Li Zhengdong and Zhang Ping believe that the teacher-student relationship has changed, and students can discuss various issues with teachers on an equal

footing, accelerating the formation of a sense of identity and belonging between teachers and students emotionally and psychologically, and greatly developing the cooperative relationship between teachers and students. [5]

Utilizing the CPL teaching method, students can be motivated to learn, the rise and guidance of motivation is the main goal of the case study teaching method, when the motivation is possessed, students will have the internal tendency and keep learning and updating afterwards.

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