

# Research on the Application of New Media in Film and Television Editing Course Training

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## ABSTRACT

Applying new media to the practical training of film and television editing courses can help improve students' abilities in creating and editing film and television content, while enhancing their ability to dynamically adjust and optimize actual film and television projects. In the practical training of film and television editing courses, teachers can use new media interactive platforms to promote real-time feedback and correction of students' film and television editing techniques, and use new media content management systems to enhance students' resource integration abilities in film and television projects. Teachers can also use new media analysis tools to promote students' in-depth understanding of audience reactions to film and television works, and use new media streaming services to promote students' mastery of online film and television editing and publishing.

## KEYWORDS

new media; practical training of film and television editing courses; application

## 1 Introduction

Driven by the wave of digitization, new media has become an important platform for information dissemination and cultural interaction, and has had a profound impact on the film and television industry. With the rapid development of Internet technology, various new media platforms have risen rapidly, revolutionizing the production, editing and distribution process of film and television content, and reshaping the consumer behavior and participation mode of audiences. In this environment, universities conducting specialized training courses for film and television editors in the new media environment is an adjustment to the education model and a key step in cultivating the future mainstay of the film and television industry. This paper deeply analyzes the practical value of new media in film and television editing courses, and further explores its specific strategies, in order to help educators better guide students to adapt to the development direction of the film and television industry.

## 2 The Application Value of New Media in Film and Television Editing Course Training

### 2.1 Enhancing Students' Ability to Create and Edit Film and Television Content on New Media Platforms

Firstly, new media platforms expose students to emerging production methods such as short

video production and live streaming technology. Taking Tiktok and Kwai for example, high-quality content on these platforms is often creative and has strong visual impact; This not only tests students' basic film and television production abilities, but also tests their skills in quickly capturing online hotspots and user preferences. Students can practice on these platforms and learn how to edit and create content based on the characteristics of different platforms. This targeted training significantly enhances their professional skills and innovation abilities. [1] In addition, the multimedia capabilities on new media platforms make film and television editing teaching more diverse and rich. Unlike traditional film and television editing education that mainly focuses on film and television program production, new media editing involves various media forms such as graphics, audio and video, or live streaming, requiring students to learn how to process and integrate various media files to adapt to the continuous changes in the media environment. This enhances students' comprehensive editing abilities and provides assistance for them to find suitable positions in the future media industry.

## **2.2 Enhancing Students' Ability to Dynamically Adjust and Optimize Practical Film and Television Projects**

On the one hand, the rapid updates of new media force editors to possess excellent flexibility and adaptability. For example, with the prevalence of short video content, the popularity of platforms such as Tiktok and Kwai has prompted film editors to quickly adapt to changes and adjust the style and rhythm of content to attract young audiences. In the practical training of film and television editing courses, the module training designed by teachers can enable students to engage in diverse editing practices based on the characteristics of different platforms and user behavior data, thereby exercising their technical abilities and enhancing their sensitivity to market trends. On the other hand, the interactive nature of new media platforms provides the possibility for real-time optimization of film and television works. On new media platforms, audiences often interact with content through comments, sharing, and likes; This direct feedback provides valuable first-hand information for editors. [2] After the premiere of a TV series on Youku or Tencent Video, the production team can monitor and adjust the content in real-time based on audience feedback, such as optimizing the plot and editing pace to better meet audience expectations. Teachers simulating this process in teaching can enable students to learn practical skills for adjusting creative content based on real-time feedback. This is particularly crucial in the era of new media.

## **3 Application Strategies of New Media in Film and Television Editing Course Training**

### **3.1 Utilizing New Media Interactive Platforms, to Promote Real-Time Feedback and Correction of Student Film and Television Editing Techniques**

In the practical training of new media film and television editing courses, teachers should integrate new media interactive platforms into teaching to enhance students' technical proficiency and adaptability. First, teachers can set up exclusive channels or accounts for courses on social media platforms such as Weibo, WeChat official account or Station B. Students can publish their edited works on these platforms and invite comments and discussions from classmates, teachers, and even the public. Students can upload self-made short videos to Bilibili and share links to attract viewers to watch and comment; In the video comment section, teachers and students can provide specific editing suggestions such as adjusting the editing pace, optimizing transition effects, color correction, etc. Secondly, teachers can use online live streaming to hold lectures or workshops,

showcase editing skills in real time, and correct their works; This allows students to observe the teacher's real-time actions and raise questions or suggestions through the chat function. Teachers can also adjust teaching strategies based on student feedback. [3] Again, to enhance the effectiveness of real-time feedback, teachers can introduce cloud based editing software such as Adobe Premiere Rush, allowing multiple users to edit the same project simultaneously, thereby stimulating creativity and learning communication. Teachers can also supervise and guide students' editing process on the same platform, providing professional feedback and technical support in real time. Finally, teachers can set specific editing tasks and challenges such as completing video editing or color grading within a limited time, and showcase and participate in evaluations on social media to add competitive elements and fun to the course. While completing editing tasks, students also need to consider how to attract audiences and gain recognition, thereby exercising their technical abilities and cultivating their market awareness and public communication skills.

### **3.2 Using a New Media Content Management System, to Promote Students' Ability to Integrate Resources in Film and Television Projects**

In the practical training of new media film and television editing courses, teachers can integrate new media content management systems (CMS) to enhance students' resource integration and multitasking abilities. Firstly, teachers can introduce popular CMS platforms such as WordPress and WordPress to help students master how to classify, tag, store, and retrieve video, audio, and image files, preparing them for new media projects that handle large amounts of digital content. Teachers can set up a simulation project for students to manage a fictional film and television editing project using WordPress. Students need to upload film and television raw materials, use CMS tools for classification and tagging, and then edit and integrate content according to project requirements, so that students can experience the processing and integration of a large amount of multimedia content in actual film and television production. [4] Secondly, teachers can utilize the advanced features of CMS for teaching, such as setting up automated workflows and multi-user collaborative editing, to help students understand how film and television editors collaborate across multiple departments and teams in modern new media environments. Thirdly, teachers can introduce case studies and on-site inspections to enable students to intuitively understand the application of these systems in practical work. Teachers can organize students to visit local new media production companies to observe how professionals use CMS for film and television editing and content management, thereby stimulating students' interest in learning and enabling them to have a deeper understanding of the application of classroom knowledge in practical work. In summary, the application of new media content management systems in film and television editing courses greatly enhances students' abilities in resource integration and project management, while also cultivating teamwork skills and improving the practicality and modernity of the course. This lays the foundation for students' future career development in the new media industry.

### **3.3 Using New Media Analysis Tools, to Promote Students' In-Depth Understanding of Audience Reactions to Film and Television Works**

Teachers can also integrate new media analysis tools to deepen students' understanding of audience feedback and improve the quality of their edited works. Firstly, teachers can introduce popular new media analysis tools such as Google Analytics and Baidu Analytics to students, enabling them to proficiently use these tools to analyze audience data on social media platforms and websites. For example, guiding students to analyze the number of views, likes, comments, and sharing of videos on Bilibili, so that students can grasp which content is more popular, understand

the audience's viewing preferences, and their feedback on the content. Second, teachers should design practical operation projects in the curriculum, and let students use these tools to implement a complete editing project. For example, teachers can organize students to produce short videos in a group cooperation way, and upload them to platforms such as Tiktok, and monitor the video performance through new media analysis tools, and adjust and optimize the content based on the collected data. Thirdly, teachers can guide students to explore how social and cultural factors affect audience feedback in China's unique new media environment, especially by analyzing the differences in response from different regions and age groups, and guiding students to think about how to adjust content strategies to better meet the needs of diverse audiences. In this way, the application of new media analysis tools has enhanced students' technical skills, deepened their understanding of audience behavior, and enabled them to create and edit content more effectively in the new media environment.

### **3.4 Utilizing New Media Streaming Services, to Promote Students' Mastery of Online Film and Television Editing and Publishing**

Teachers should also introduce streaming media services to cultivate students' full process skills from content creation to publishing, especially their application skills on mainstream streaming platforms such as Tencent Video and Youku. Firstly, teachers should introduce to students how to effectively use the upload and management interface of streaming media platforms. Teachers need to guide students on how to prepare and upload videos in compliance, including setting video metadata (such as titles, descriptions, tags), selecting video categories, and adjusting video parameters to maximize audience coverage and viewing rates. [5] Secondly, teachers should design a series of analysis and projects based on practical cases to guide students to personally publish and manage their works on streaming media platforms. Teachers can have students start by writing a script, then proceed with filming, production, and post editing, and ultimately upload the short film to Tencent Video or Youku. In addition, teachers can invite industry experts and professionals to hold workshops or lectures to share their practical experience in publishing film and television works on streaming media platforms, providing students with practical industry knowledge and helping them understand current industry trends and technological advancements. Finally, teachers can encourage students to try cross platform content publishing, compare performance differences on different platforms, and gain a deeper understanding of audience preferences and operational strategies on each platform, enhancing students' market insights and strategic planning abilities. As a result, the application of streaming media services in new media film and television editing courses enables students to master cutting-edge online editing and publishing technologies, and directly participate in the production and distribution process of new media content, laying a solid foundation for their future careers in the new media industry.

## **4 Conclusion**

With the rapid development of new media technology, the training mode and content of film and television editing courses need to be continuously innovated to match the pace of technological progress. Teachers integrating new media tools and platforms into practical training courses greatly enrich students' learning experience and significantly enhance their professional skills and innovative thinking. With the continuous advancement and widespread application of new media technology, future film and television editing courses should pay more attention to the teaching of new media technology. Teachers should continuously optimize new media teaching

strategies, deepen new media teaching content, cultivate students' new media film and television editing skills, and help them easily cope with industry challenges in their future careers.

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