DEVELOPING AN ACADEMIC ADMINISTRATION BASED ON PDCA MODEL TO ENHANCE POST-FILMING TEACHING FOR STUDENTS MAJORING INFORMATION TECHNOLOGY OF HUNAN CHANGDE TECHNICIAN COLLEGE, CHINA

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Abstract

The objectives of this research were: 1) To investigate problems and needs of post-filming teaching for students majoring information technology of Hunan Changde Technician College, China. 2) To develop an academic administration guideline to enhance post-filming teaching for students majoring information technology of Hunan Changde Technician College, China. Samples were 42 teachers and 267 students. The research tool used in this study is questionnaire. The five-point rating scale was used to assess the problem and needs of post-filming teaching for students majoring information technology. The collected data and information are analyzed, interpreted, and presented in the form of frequency, percentage, mean, and standard deviation. The finding indicated that: 1) The existing problems and needs of post-filming teaching for students majoring information technology were at the "highest" level; In the "Plan" phase, the survey identified students' and teachers' needs and expectations regarding educational quality management. In the "Do" phase, the current educational practices were evaluated based on the data collected. In the "Check" phase, the Index of Congruence (IOC) was utilized to assess the alignment between current practices and desired outcomes. The analysis revealed significant disparities across various aspects of educational quality management, highlighting areas where interventions are needed to bridge the gap between perception and reality. Finally, recommendations were provided in the "Act" phase to address the identified issues and improve educational quality management. 2) An academic administration guideline to enhance post-filming teaching for students majoring information technology: By applying the principles of the PDCA cycle, educational institutions can systematically identify areas for improvement, implement targeted interventions, and continuously monitor and adjust their practices to better meet the needs and expectations of students and teachers in film and television post-production courses.

Keywords: Academic Administration, Mental Health Education, Left-behind Children

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Introduction

In the digital media era, information technology seamlessly intertwines with the film and television industry. The dynamic evolution of information technology synthesis enhances the quality of film and television productions, while post-production IT innovations introduce unparalleled visual impact. For instance, in the making of "Wandering Earth," special effects synthesis technology accounts for 70% of pre-production, and film digital technology contributes 55% to post-production processes. Post-production information technology special effects and editing help improve the quality of Chinese movie production. (Wang, 2022, pp. 833-836), But the film and animation industry has a high investment, long cycle, slow results, the number of professionals is small and other industry characteristics, a significant gap in the talent market, and the lower level of education, the number of talents and teachers weak, resulting in China's current film and television special effects and editing industry lagging.

The term "post-production of information technology" refers to the use of corresponding technology to edit, synthesize, and process special effects on shooting materials to create shots. By connecting different shots according to the storyline, a complete film or television work is created, highlighting the indispensable role of information technology post-production in the industry. Traditional post-production knowledge focused on material editing and synthesis to ensure seamless transitions for the audience. However, advancements in science and technology, coupled with higher quality expectations for film and television works, have led to the emergence of special effects post-production within information technology. Analyzing and studying this technology not only overcomes limitations of traditional film editing but also enhances the quality and post-production standards of contemporary film and television works. This evolution caters to modern audiences' preferences for content and presentation in film and television. (Zeng, 2021, p. 032047).

In the contemporary age of global digitalization, networking, and informatization, the significance of visual imagery as a conduit for global cultural exchange and communication cannot be overstated. This paper endeavors to delve into the application of big data processing technology within the realm of film and television production. Harnessing the distributed computing prowess of MapReduce, the research undertakes the extraction of content features from video imagery, subsequently establishing corresponding indexes, and culminating in the development of a comprehensive video image big data processing platform, housed within the HBASE database infrastructure. Moreover, the paper embarks on an in-depth exploration of the theoretical underpinnings supporting big data processing technology as an indispensable post-production tool in the domain of film and television. Furthermore, it conducts a thorough analysis of the algorithms typically employed in nonlinear editing systems, while also scrutinizing an array of video effects, including but not limited to single-track and double-track mirror effects, and dissecting the spatial dimensions inherent in each effect.

The analysis delves into the implementation effects within the domain and explores specific special effects to address implementation challenges in the compression domain.

Through the application of experimental video processing techniques to practical post-production scenarios, several conclusions emerge: In extreme cases, the stunt tree transforms into a multidimensional linear structure, and pipeline scheduling exhibits significant parallelism due to frame order disruption (Xu, 2021, pp. 042012). Regarding the relationship between music and visuals, adjustments are crucial to achieve an optimal audiovisual effect. Language serves to guide audiences in interpreting picture intentions intuitively and clarifying ambiguous or complex imagery. Additionally, sound effects are indispensable for enhancing audience comprehension of film and television works. Attention must also be paid to the relationship between TV subtitles and visuals. It is essential to harmonize subtitle background design and color while recognizing that different colors evoke distinct emotions. For instance, white subtitles convey seriousness, while warm colors like red, orange, and yellow evoke excitement and warmth (Wang, 2022, pp. 833-836). Driven by globalization and diversification, the export trade of film and television has reached concerning levels, highlighting the need for strategic approaches to address these challenges.

China's export trade continues to expand, but its international competitiveness remains weak, placing it at a disadvantage in the global market competition. The country's special effects technology started later compared to other nations, and the lack of in-depth research has hindered its development. Consequently, the utilization of special effects technology in post-production film and television works is inadequate, leading to lower processing quality. Many productions resort to imitation, resulting in a decline in overall production quality. Moreover, the number of specialized special effects companies in China is limited, and professionals trained by universities often lack practical experience, rendering them less competent. The absence of independent innovation in special effects design further hampers the growth of the Chinese film industry. Despite introducing policies to support the export of film and television products, Chinese offerings have struggled to penetrate the international mainstream commercial movie competition market. As a result, the scale and total value of exports have not kept pace with domestic production growth, indicating a downward trend. This underscores the need for China to enhance its export policies gradually to achieve more favorable outcomes in the film and television industry.

Hence, there is a need to reevaluate the precision of overseas market positioning. Enhancing the narrative approach in film and television cultural expression necessitates the government's facilitation of greater creative autonomy. As educators, it is imperative for us to lead the charge in this field, equipping students with the skills in information technology and special effects editing, thereby fostering a pipeline of talent for the global film industry (Huang & Xue, 2022, pp. 316 - 324).

Research Objectives

1. To investigate needs of academic Administration based on the PDCA Model to Enhance Post-Filming Teaching for Students Majoring Information Technology of Hunan Changde Technician College, China

2. To develop an academic administration based on the PDCA Model to Enhance Post-Filming Teaching for Students Majoring Information Technology of Hunan Changde Technician College, China

Research Method

Population and Samples

Based on people-oriented thought and the quality management theory of secondary vocational education, this paper probes into the problems existing in education quality management at Changde Technician College, Hunan Province. Taking the post-film course as an example, this study aims to propose feasible solutions from a people-oriented perspective by analyzing the root causes. Focus on the main body, means, and management process, and comprehensively improve the management level. Specific implementation methods will come mainly from cooperative efforts with the active participation of government agencies, social contributions, and university administration. This paper tries to put forward feasible strategies and effective countermeasures according to the unique background of the college to strengthen the teaching administration management of students majoring in information technology and strengthen their post-study experience.

Population

This research will use Hunan Changde Technician College as a case study. The population in this research project will be 800 students majoring in Post-Filming for Students Majoring in Information Technology in 2023.

Sample

In this research project, the sample groups will be 267 students participating in Post-Filming for Students Majoring in Information Technology. The sample groups will be derived from the Taro Yamane formula (Yamane, 1973). The respondents were collected through the random sampling technique. Moreover, the three specialists will be used as samples for the focus group discussion meeting.

Area of Study

This research project will use Hunan Changde Technician College as a case study. The main reasons I chose this school as a case study are: 1) the school has been offering a post-film and video program for 12 years and has rich experience in related education 2) the post-film and video program has won many prizes in competitions in Hunan Province 3) the related companies have licensed it, and the related companies highly value the graduates.

Research Instrument

In this research project, a questionnaire was employed for the data collection. The questionnaire was 267 students and 42 teachers. The questionnaire was divided into 3 parts sections, 1) Screening question. 2) Demographic question. 3) The current status and expectations of the post -stage curriculum of film and television in Hunan Changde Technical College.

The questionnaire was evaluated for the validity through Index of congruence (IOC) by the 3 specialists. Each question in the questionnaire was in the range of IOC 0.80 to 1.00. The reliability of the questionnaire was evaluated in terms of Cronbach Alpha Coefficient at 0.80 (Cronbach, 1951, pp. 297-334).

Data Collection

For this research project, the researcher herself collected the data and information from the sample groups. The sample groups were informed the purposes of the data collection, made an appointment. The researcher submitted a letter of permission to the school director in advance to ask a permission to collect the data and information from the samples group at Hunan Changde Technician College.

Data Analysis

The Data and information collected were analyzed, interpreted and then presented in terms of frequency court, percentage, mean ($\overline{X}$), standard deviation (S.D.). The Five Point Likert Rating Scale was used to evaluate the respondents' needs and problems of Post-Filming for Students Majoring Information Technology.

The criteria and define at the range of the mean scores (Srisa-ard, 2002, p. 103) as the following:

4.51-5.00 = the highest level of problems and needs
3.51-4.50 = the high level of problems and needs
2.51-3.50 = the moderate level of problems and needs
1.51-2.50 = the low level of problems and needs
1.00-1.50 = the lowest level of problems and needs

Conclusions

General information of students, a total of 267 people filled out the questionnaire in this survey. Among those who filled out the questionnaire effectively, men accounted for 47.19% and women accounted for 52.81%. According to the data, women responded slightly more than men, but the difference was not significant. The gender ratio is close to 1:1, indicating that the number of male and female respondents in the sample is relatively balanced.

Among the 267 people, the largest age group is 16-17 years old, accounting for 34.83%, followed by 20 years old and above, accounting for 27.34%; the number of people aged 14-15 and 18-19 years old is relatively small, accounting for 12.36% respectively % and 25.47%.

The data shows that as for the study time in the later stage of film and television, 35.21% of those who participated in the survey chose 1-3 years, 44.19% chose 4-5 years, and 20.6% chose more than 6 years. It can be seen from the data that among the people who participated in the

survey, those who have studied for 4-5 years accounted for the most, accounting for 44.19%, followed by those who studied for 1-3 years, accounting for 35.21%. Those who have studied for more than 6 years account for the smallest proportion, at 20.6%. This shows that in the field of film and television post-production, the largest number of people have studied for 4-5 years, which may indicate that learning during this time period is more important for mastering film and television post-production skills. Those who have studied for 1-3 years are second, which may indicate that they can also master certain film and television post-production skills during this time period. There are the fewest people who have studied for more than 6 years. This may mean that they have been able to reach a certain professional level after studying for more than 6 years, so the number of people is small.

General information of teachers, According to the data form, 42 people participated in the survey. Among them, men accounted for 47.62% and women accounted for 52.38%.
From the multiple-choice question data table provided, we can see the number of choices and the corresponding proportions of different age groups. The largest number of people are aged 20-29, with a proportion of 16.67%; followed by those aged 30-39, with a proportion of 30.95%; those aged 40-49, a proportion of 23.81%; those aged 50 and above. The proportion of people is 28.57%. Therefore, the largest number of people are aged 30-39, but the distribution of people in various age groups is relatively even.

Among the 42 people surveyed, those with a bachelor's degree accounted for the highest proportion, reaching 66.67%. Followed by master's degree, accounting for 21.43%. The number of people with a doctoral degree is the smallest, accounting for only 11.9%. No one selected the “other” option in this survey. Therefore, it can be concluded that among the respondents in this survey, the largest number are those with a bachelor's degree and the smallest number are those with a doctoral degree.

Among those who participated in the survey, lecturers accounted for the highest proportion, at 40.48%. Followed by teaching assistants, accounting for 23.81%. The proportion of associate professors is 21.43%, and the proportion of professors is 14.29%. Among teacher titles, lecturer has the largest number of people, with a total of 17 people. Next are teaching assistants, a total of 10 people. There are 9 associate professors and 6 professors. From the perspective of professional titles, the proportion of lecturers and teaching assistants is relatively high, accounting for the majority of the surveyed population. The proportion of associate professors and professors is relatively low.

Among the survey respondents, the largest number were those with 3-5 years of teaching experience, accounting for 54.76%; followed by those with 6-10 years of teaching experience, accounting for 21.43%; there were relatively few people with less than 2 years of teaching experience and more than 10 years of teaching experience, respectively. Accounting for 9.52% and 14.29%.

Comprehensive teaching level of film and television in the later period, question 1: mean (what is) =3.58, mean(what should be) =4.44, gap=0.85; question 2: mean (what is) =3.57,

mean(what should be) =4.44, gap=0.88; question 3: mean (what is) =3.58, mean(what should be) =4.44, gap=0.86; question 4: mean (what is) =3.63, mean(what should be) =4.36, gap=0.73; question 5: mean (what is) =3.56, mean(what should be) =4.44, gap=0.88;

Question 2 Teachers have rich work experience and professional skills and knowledge in film and television post-production, and question 5 The school offers practical opportunities to improve your post-production skills, have the highest score(gap=0.88) and require important consideration.

Promotion and application of school -enterprise cooperation of student, question 1: mean (what is) =3.55, mean(what should be) =4.44, gap=0.89; question 2: mean (what is) =3.55, mean(what should be) =4.40, gap=0.85; question 3: mean (what is) =3.66, mean(what should be) =4.38, gap=0.73; question 4: mean (what is) =3.65, mean(what should be) =4.43, gap=0.79; question 5: mean (what is) =3.52, mean(what should be) =4.47, gap=0.95;

Question 10 School-enterprise cooperation has a good impact on your future employment development, has the highest score (gap=0.95), question 6 The school has many cooperation projects with enterprises in the film and television industry, has also a high score (gap=0.89) and require important consideration.

Teaching innovation and new media technology of student, question 1: mean (what is) =3.61, mean(what should be) =4.39, gap=0.77; question 2: mean (what is) =3.62, mean(what should be) =4.35, gap=0.73; question 3: mean (what is) =3.67, mean(what should be) =4.43, gap=0.86; question 4: mean (what is) =3.52, mean(what should be) =4.43, gap=0.91; question 5: mean (what is) =3.47, mean(what should be) =4.40, gap=0.93; question

Question 15 The school introduces various competitions to enhance students' sense of honor and stimulate learning motivation, has the highest score (gap=0.93), question 14 The course fully integrates Internet resources and forms an online and offline integrated course, has also a high score (gap=0.91) and require important consideration.

Film and television employment expectations of student, question 1: mean (what is) =3.55, mean(what should be) =4.42, gap=0.88; question 2: mean (what is) =3.51, mean(what should be) =4.45, gap=0.94; question 3: mean (what is) =3.59, mean(what should be) =4.40, gap=0.80; question 4: mean (what is) =3.58, mean(what should be) =4.43, gap=0.85; question 5: mean (what is) =3.54, mean(what should be) =4.42, gap=0.88; question

Question 17 I have started looking for internship or job opportunities related to film and television post-production, has the highest score (gap=0.94), question 16 I have confidence in the future of film and television employment prospects, and question 20 The school provides more resources and support related to employment, have also a high score (gap=0.88) and require important consideration.

Comprehensive learning of students in the post -stage film and television period. of teacher, question 1: mean (what is) =4.02, mean(what should be) =4.70, gap=0.68; question 2: mean (what is) =3.83, mean(what should be) =4.70, gap=0.87; question 3: mean (what is) =3.81, mean(what should be) =4.75, gap=0.94; question 4: mean (what is) =3.40, mean(what should be)

=4.84, gap=1.44; question 5: mean (what is) =3.55, mean(what should be) =4.88, gap=1.22; question

Question 4 Students make use of extracurricular resources to improve their post - production skills, has the highest score (gap=1.44), question 5 The technical level of students is highly recognized by enterprises, has also a high score (gap=1.22) and require important consideration.

Promotion and application of school -enterprise cooperation of teacher, question 1: mean (what is) =3.93, mean(what should be) =4.68, gap=0.75; question 2: mean (what is) =3.71, mean(what should be) =4.94, gap=1.22; question 3: mean (what is) =3.86, mean(what should be) =4.80, gap=0.94; question 4: mean (what is) =3.79, mean(what should be) =4.89, gap=1.10; question 5: mean (what is) =3.62, mean(what should be) =4.84, gap=1.22; question

Question 7 School -enterprise cooperation has a positive impact on students' career development, and question 10 School -enterprise cooperation has a positive impact on students' future employment development, have the highest score(gap=1.22) and require important consideration.

Teaching innovation and new media technology of teacher, question 1: mean (what is) =3.67, mean(what should be) =4.80, gap=1.13; question 2: mean (what is) =3.90, mean(what should be) =4.77, gap=0.87; question 3: mean (what is) =3.71, mean(what should be) =4.70, gap=0.99; question 4: mean (what is) =3.60, mean(what should be) =4.87, gap=1.27; question 5: mean (what is) =3.79, mean(what should be) =4.82, gap=1.03;

Question 14 The school's in-depth development of virtual reality, augmented reality or other emerging technologies promotes innovation in teaching methods, has the highest score (gap=1.27), question 11 Fully integrate new media technology into teaching, has also a high score (gap=1.13) and require important consideration.

The teaching and research of film and television courses improved of teacher, question 1: mean (what is) =3.62, mean(what should be) =4.75, gap=1.13; question 2: mean (what is) =3.64, mean(what should be) =4.82, gap=1.18; question 3: mean (what is) =3.76, mean(what should be) =4.94, gap=1.18; question 4: mean (what is) =3.83, mean(what should be) =4.87, gap=1.03; question 5: mean (what is) =3.67, mean(what should be) =4.84, gap=1.18; question

Question 17 Teachers often participate in teaching and research projects on film and television post-production courses, and question 18 The current film and television post-production course content is sufficient to meet industry needs and question 20 The school hires enterprise experts to enter the school to further improve the quality of teaching and research of film and television later courses have the highest score(gap=1.18) and require important consideration.

Formulate Academic Administration based on PDCA Model to Enhance Post-Filming ; namely, 1) teachers need to have rich working experience and professional skills knowledge in film and television post-production. 2) Teachers need to participate in teaching and research projects in film and television post-production courses.3) Students need opportunities to practice film and television post-production skills. 4) Schools need to hire enterprise experts to improve

the quality of teaching and research.5) Improvement of students' understanding and mastery of course content through the use of IT tools. 6) Addressing the problem of teachers being able to produce basic multimedia teaching resources. 7) Students independently used public resources outside the school curriculum to effectively improve their film and television post-production skills. 8) Solve the problem of low recognition by enterprises of students' skill level.9) Solve the problem of fully integrating new media technology into teaching.10) The school deeply develops virtual reality, augmented reality or other emerging technologies to promote the innovation of teaching methods.

The correctness and applicability (consistency index) of the content of the 3 experts (1 Thai professor, 2 Chinese professors) and 10 units proposed by the IOC is 0.875. This means that the strategic guide is acceptable and can be used to improve the application of modern information technology for secondary vocational schools.

Discussion

Analyzing research findings is a pivotal aspect of evaluating a study's reliability and validity. This process allows for a comprehensive examination of why particular results were achieved, delving into potential causes and influential factors to gain a deeper understanding of the research's significance and contribution. In this paper, we will elucidate the research findings pertaining to teaching in the realm of film and television post-production, while also dissecting potential causes and influential factors.

First, the research results show that teachers need to constantly update their knowledge and skills in the era of digitalization and technological advancement to adapt to changes and needs in the industry. This result can be explained by the rapid development and technological advancement of the current digital era. (Henry & Maric 2023 PP. 1-18).

As science and technology evolve, the landscape of film and television post-production undergoes constant transformation, presenting educators with new teaching demands and hurdles. To ensure the efficacy and currency of their instruction, teachers must remain abreast of these evolving technologies. Moreover, as competition in the film and television post-production industry intensifies, educators must continually enhance their skills to stay competitive and deliver top-notch teaching to students.

Furthermore, the research underscores the significance of offering students ample practical opportunities to enhance their proficiency in film and television post-production. This finding aligns with the educational principle of "learning by doing." Practical engagement is pivotal in the learning process. By partaking in hands-on activities, students can integrate theoretical concepts acquired in the classroom with practical applications, thereby deepening their comprehension and utilization of knowledge (Youyou & Kit, 2023, p. 44). Given the inherently practical nature of film and television post-production, students must cultivate problem-solving skills and foster innovative thinking through hands-on experiences. Thus, furnishing students with abundant practical opportunities is imperative for their learning and professional advancement.

Moreover, the research findings underscore the importance of schools offering abundant

teaching resources and support for film and television post-production courses. This conclusion can be elucidated from the standpoint of educational management and resource allocation. The availability of diverse teaching resources is pivotal in enhancing teaching quality and augmenting student learning outcomes. By enlisting industry experts with hands-on experience and integrating cutting-edge media technology into instruction, schools can furnish students with an array of enriched learning resources and support (Okolie et al., 2020, pp. 294-313). These resources and support mechanisms facilitate students in comprehending and applying classroom knowledge effectively, thereby enhancing their practical and innovative skills.

Finally, the research results emphasize that schools should ensure that teaching content matches actual industry needs and provide support for students to successfully find employment. This result can be explained by the strong connection between education and career development. The practicality and adaptability of teaching content have an important impact on students' employment competitiveness. By cooperating with enterprises to carry out projects, inviting enterprise experts to participate in teaching, and establishing internship bases, the school can help students better understand and adapt to industry requirements and improve their employment competitiveness.

In summary, the research results in teaching in the field of film and television post-production can be explained by the rapid development of the digital era, the practical requirements of learning theory, the perspective of educational management and resource allocation, and the close connection between education and career development. These explanations not only help us understand the significance and contribution of the research results but also provide certain guidance and reference value for future related research and practice.

Comparing the authors' findings with existing research is a key step in assessing the consistency or differences between new findings and previous research. This comparison allows us to better understand the originality and significance of the findings, as well as their place within the existing body of knowledge. In this article, we will conduct a comparative analysis of the author's research results and explore their relationship with existing research results.

The primary finding of the author's research underscores the necessity for teachers to continuously enhance their knowledge and skills in response to the digitalization and technological advancements prevalent in the film and television post-production industry. Apart from possessing extensive experience, professional skills, and knowledge specific to film and television post-production, teachers are also required to delve into emerging technologies like virtual reality and augmented reality. This finding aligns with prior research outcomes.

Secondly, the author's findings underscore the significance of offering students ample practical opportunities to enhance their skills in the realm of film and television post-production. This aligns with previous research indicating that practical experiences are pivotal for students' career advancement and can elevate their proficiency levels, thus augmenting their competitiveness in the job market. It emphasizes the necessity for students to access diverse platforms for practical engagement, encompassing hands-on courses, involvement in competitions, and project-based practice. Through

these varied practical experiences, students can effectively apply theoretical knowledge acquired in classrooms to real-world scenarios, fostering problem-solving abilities, nurturing innovative thinking, and ultimately enhancing their overall competence and employability.

The author's research findings underscore the importance of educational institutions providing ample teaching resources and support for film and television post-production courses. This aligns with prior research, emphasizing the need to hire industry experts with practical experience and a background in the field, while also integrating new media technology comprehensively into teaching methodologies. The emphasis on schools furnishing robust teaching resources and support for such courses delineates specific requirements for educational management and resource allocation. This includes the imperative to engage corporate experts with extensive practical know-how and industry acumen, integrate state-of-the-art media technology into instructional practices, and collaborate with enterprises to facilitate project-based learning and establish internship programs. Through these proactive measures, educational institutions can enhance the learning experience for students, enabling them to acquire and refine professional knowledge and skills while fostering practical and innovative abilities.

Finally, the author's research results emphasize that schools should ensure that teaching content matches actual industry needs and provide support for students to successfully find employment. This is consistent with previous research results, which showed that the practicality and adaptability of teaching content have an important impact on students' employment competitiveness. Educational institutions must align teaching content with current industry demands and offer comprehensive support to facilitate students' successful transition into the workforce. This underscores the necessity for educational institutions to meticulously design curricula and teaching methodologies in response to evolving industry trends. It is imperative to continuously monitor industry developments and promptly adjust teaching content to ensure students are equipped to meet industry demands and secure employment upon graduation. Additionally, schools should offer career guidance and counseling services to assist students in mapping out their career trajectories and enhancing their employability. By addressing these specific requirements, educational institutions can effectively prepare students for the challenges of the job market and improve their prospects for employment.

In essence, the author's research findings align closely with existing literature, underscoring the imperative for both educators and students to continually refine their skills, avail themselves of practical experiences, enhance access to teaching resources, and ensure curriculum relevance in the realm of film and television post-production. These congruent conclusions not only affirm the credibility and relevance of the author's study but also furnish a robust theoretical framework and actionable insights for future inquiries. Moreover, the implications for teaching methodologies and student career trajectories in film and television post-production are profoundly significant. By prioritizing ongoing professional development for educators, facilitating ample hands-on learning opportunities and instructional materials for students, and meticulously aligning curriculum content with industry requisites, we can more effectively address industry talent

demands and nurture a cadre of adept professionals poised to navigate evolving industry landscapes.

The workflow of PDCA can very effectively help our school to improve teaching results. If it is ranked according to importance, it will be CADP, and check will be the first because nowadays, students generally lack objective cognition of their own works after completing tasks, so they need the ability to check and find problems. After finding problems, they need to solve them. Therefore, action is the second most important, relatively speaking, the work process is also very important, do is the third, plan is the last, because in real work, for some experienced people, may be ignored or reduced links. Our school is more suitable for CADP.

Suggestion

The film and television post-production courses fully adopt the PDCA (Plan-Do-Check-Act) teaching and management method:

1. Continuous improvement and adaptability: The PDCA cycle emphasizes continuous planning, execution, inspection, and adjustment, making teaching management continuous improvement and adaptability. In the field of film and television post-production, technology and market demands are constantly changing. Using PDCA can enable teaching content and methods to keep up with industry changes at any time and maintain the effectiveness and cutting-edge nature of the course.

2. Student participation and feedback: PDCA emphasizes student participation and feedback. In the process of course planning, implementation, evaluation, and adjustment, student opinions and feedback are taken into consideration. In film and television post-production courses, students' practical experience and feedback are valuable resources, which can be absorbed and used promptly through PDCA to improve the quality and effectiveness of the course.

3. Comprehensive evaluation and performance management: The PDCA cycle includes comprehensive planning, execution, inspection, and adjustment links, which can comprehensively evaluate teaching effects and student performance. In the field of film and television post-production, comprehensive evaluation and performance management are crucial to cultivating students' practical abilities and improving their employment competitiveness. The PDCA approach can effectively achieve this goal.

4. Promote teaching innovation: The PDCA cycle encourages continuous experimentation and improvement, which can promote teaching innovation. In film and television post-production courses, with the continuous development of technology and the expansion of application scenarios, it is necessary to continuously innovate teaching content and methods. The PDCA method can provide teachers with an effective management framework, promote teaching innovation, and improve teaching quality.

In summary, the full use of PDCA teaching management methods in film and television post-production courses is conducive to continuous improvement and adaptability, student participation and feedback, comprehensive evaluation and performance management, and

promotion of teaching innovation, thereby improving the quality and effectiveness of the course. , cultivate students' practical abilities, and improve their employment competitiveness.

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