Teaching Practice of Blended Online and Offline Teaching Mode for the Course of "Mobile Short Video Editing" Based on "CapCut+ Super Star Learn"

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Abstract: Driven by mobile Internet technology, all major e-commerce platforms and social media have adopted short videos as content presentation for promotion and marketing. The rapid development of the short video industry has also greatly increased the demand for short video editing talents in society, and some universities have offered related courses. This article is based on apps such as CapCut and SuperStarLearn platform, and explores the application of a blended learning model of online and offline in mobile short video editing courses. Through the design and implementation of this course, students' learning experience and effectiveness can be enhanced, promoting innovation and development in teaching.

Keywords: short video editing, blended online and offline teaching, teaching practice

1. Introduction

With the rapid development of mobile Internet, all major e-commerce platforms and social media have adopted short videos as the way of content presentation to promote marketing. Short videos have the characteristics of decentralization, allowing everyone to have the possibility of becoming the protagonist, which is very in line with contemporary young people's willingness to showcase themselves, pursue individuality, and showcase different traits. Therefore, they are deeply loved by young people. The rapid development of the short video industry has also greatly increased the demand for short video editing talents in society, and some universities have offered related courses. In response to this trend, the Tourism Management major at Jianghan University's School of Business has added the course "Mobile Short Video Editing" to cultivate short video talents who can accurately meet market demand and edit high-quality tourism promotion and marketing videos for tourism related enterprises and institutions.

2. Course analysis

2.1 Basic information of the course

Driven by mobile Internet information technology, "new media, new economy, new future" has become the theme of global new economic development, and the tourism industry has ushered in the era of new media marketing. Mobile Short Video Editing "is an emerging elective course for tourism management majors that adapts to the development of the times. The course is based on the popular short video editing software" CapCut "App, and provides detailed introductions and practical applications of short video material editing, audio processing, subtitle addition, video special effects applications, etc[1]. By studying this course, students will understand the basic requirements for working in tourism new media related positions and master the ability to produce short videos.

2.2 Course teaching object

The teaching target of "Mobile Short Video Editing" is third year students majoring in tourism management. Students at this stage have some knowledge of mobile phone short videos. A few students even published simple short video works on social media such as Tiktok, RED, and Weibo,

but most students are not proficient in using video editing software to complete video editing operations [2]. Therefore, this course starts with the basic knowledge of short video editing, covering hands-on operations in various aspects such as basic material processing, audio subtitle processing, and post production visual effects, allowing everyone to comprehensively understand the technology and application of short video editing.

2.3 Selection of related software

The "CapCut" App used for offline teaching of this course is a video App launched by Tiktok in May 2019. With continuous updates and upgrades, its editing function has gradually improved, and the operation has become increasingly simple. Through the "CapCut" App, short video creators who pursue timeliness can complete a series of tasks such as shooting, editing, sharing, and management with just one mobile phone.

The online part of this course adopts the SuperStarLearn platform with blended learning as its core idea, providing users with learning space through computer network technology. Students can learn anytime and anywhere, and teachers can achieve online teaching and management. This platform has a massive amount of educational resources and comprehensive teaching functions, which can achieve mobile teaching, classroom live streaming, multi screen interaction, and synchronous classroom. The SuperStarLearn platform can fully leverage the advantages of online and offline learning, providing students with more flexible, personalized, and diverse learning methods, and improving teaching quality.

3. Teaching practice of blended online and offline teaching mode in courses

3.1 Course objectives

This course has three teaching objectives, namely: to master the usage and operation skills of video editing software, and to enhance students' understanding of video production and promotion; Developing students' ability to apply learned methods and techniques to create complete short videos; To cultivate students' adaptability to the demand for new media talents in tourism enterprises, and to continuously recognize the necessity of exploration and learning, with a consciousness of self-learning and lifelong learning for new knowledge and technologies [3].

3.2 Overall teaching design of the course

"Mobile Short Video Editing" is a highly practical course that is suitable for blended online and offline teaching. In teaching design, emphasis should be placed on strengthening students' practical awareness and hands-on skills, and clarifying online and offline teaching activities and tasks. The teaching process covers the entire learning process of "before class, during class, and after class", and is carried out in sequence according to the content designed in the teaching process.

(1) Pre-class: During the pre class preparation stage, teachers can upload learning resources such as courseware, materials, and exercises related to mobile short video editing courses to SuperStarLearn platform for students to preview. Through online preview, students can gain an early understanding of course content and learning objectives, preparing for classroom learning. Teachers can also provide more targeted teaching to enhance teaching effectiveness.

(2) In-class: In offline classroom teaching, teachers can explain knowledge face-to-face and demonstrate the practical process and skills in real time through mobile projection, showing students how to edit attractive tourism marketing short videos. In the process of teacher-student interaction, teachers can use the Learning Platform to conduct various interactive activities such as online location check-in, random selection, answering questions, theme discussions, voting, and in class exercises, which can improve students' participation and classroom activity.

(3) After-class: Teachers can assign homework exercises through the learning platform, allowing students to fully grasp and consolidate the knowledge and skills they have learned. For example, teachers can require students to edit short marketing videos of tourist cities or scenic spots at designated times, or require students to analyze and evaluate current popular tourism marketing short video cases. Students submit their assignments through the online learning platform, and teachers grade

and guide them. This study achieves the goal of common progress through online interaction, facilitating communication and discussion between teachers and students, as shown in Table 1.

Table 1: Course teaching plan

Chapters and sections	Name	Primary coverage	Class hour	Remarks
Chapter one	Short video overview	Understand the definition and characteristics of short videos Learn about the development trend of short video Understand the common types of content for short videos Understand the general process of creating and publishing short videos	1	Theoretical explanation
Chapter two	Preparation for short mobile phone video	Understand the choice of shooting equipment Understand the focus and resolution Master the shooting skills for short videos Master the relevant knowledge of the quick introduction	3	
Chapter three	Material editing and basic processing	Master the basic processing method of the material Master the basic adjustment operation of the video screen Master the beautification of the video screen adjustment operation Master the setting and management of videos	6	Each chapter is based on practice, interspersed with a small amount of theoretical teaching
Chapter four	Post-adjustment of the short video	Master the basic method of video picture color blending Master the specific application of the cutting material library Master the addition of the video transfer effect Master the addition and application of the mask version	4	
Chapter five	Make short video subtitles	Master the creation method and adjustment operation of subtitles Master the basic operation of the flower word and the bubble effect Master the addition method of the subtitle animation effect Master the specific application of the subtitle recognition function	3	
Chapter six	The application of short video and audio	Know the cut screen music material library Master the processing method of audio materials Master the method of sound change processing of audio materials Master the checking operation of music	3	
Chapter seven	Optimization and processing of short video images	Master the skills of adding fun stickers to videos Master the application method of short video animation special effects Master the method of using special functions to achieve special effects Master the application method of the special effects template	4	
Amount			24	

4. Specific teaching design - Using the "Mask" function to create a Mask Card Point Video

The following text takes the chapter on "Adding and Applying Masks" in a short video editing course as an example to illustrate the application of blended online and offline teaching modes.

4.1 Teaching objectives

Knowledge objective: To enable students to understand the meaning of masks and their application and techniques in short video editing.

Skill objective: Students are able to proficiently add various masks in editing software and use mask functions to create special effects in specific areas of the video.

Emotional goal: To stimulate students' interest and creativity in special effects production and cultivate their sense of teamwork through practical operation of Mongolian version examples and exercises.

4.2 Teaching focus and difficulties

Teaching focus: Ability to add and adjust different mask graphics.

Teaching difficulty: Using multiple video materials stacked together to create satisfactory mask effects; Maintain the coherence and completeness of the animation during editing operations.

4.3 Teaching preparation

Download the mobile short video editing app (CapCut) and the mobile online teaching app (SuperStarLearn) before class; Upload courseware, classroom exercise materials and videos (including pictures, video clips, etc.), homework, etc. through online teaching apps.

4.4 Teaching steps

4.4.1 Classroom introduction

By showcasing an interesting travel short video to show students the special effects of masks, we aim to arouse their interest and curiosity about masks: why do special effects appear in video displays? How can we achieve a similar effect through clipping?

4.4.2 Knowledge explanation

In the theoretical knowledge section, introduce the concept of "mask" to students: "Mask", also known as "mask", is a very practical function in video editing work. In video editing, the mask function can easily cover or display part of the image. In the practical operation part, we need to open the CapCut application, project the screen onto the classroom screen with our phone, and show students in real-time how to add masks, move masks, adjust mask sizes, rotate masks, align and invert masks, as well as other basic operations related to mask functions in the video. After the teacher demonstrates the operation, students are also requested to perform mask related operations on any video clip on their own phones.

4.4.3 Classroom discussion

After familiarizing themselves with the basic operation of the mask, returning to the travel short video they watched when introducing it in class, it once again triggered students' thinking: the mask function will retain the area covered by the mask graphic, and all other areas will be turned black. But why do areas in travel short videos that are not covered by masked graphics still retain their original video appearance instead of being completely blackened? By asking this question, we can motivate the students and lay the groundwork for future exercises. After discussing with classmates that in addition to using the mask function, the "picture in picture" function repeatedly mentioned in previous chapters was also used in travel short videos, it can be further concluded that the video author stacked two original film materials together, used the mask function on the upper material, kept the lower material as it is, and then added filters to filter out the black around the mask, which can blend the upper and lower materials together to form a special effect.

4.4.4 Classroom exercises

After the classroom discussion, assign a class exercise to the students - using a mask to create a short video with special effects. The classroom exercise materials and videos have been uploaded to SuperStarLearn platform. Students can download and view them themselves, and then try how to use

the mask to obtain the final video. After students complete their exercises, teachers can publish a random selection activity through SuperStarLearn platform, randomly selecting one student to display their operation process on their mobile phone screen. If the operation is difficult, teachers can request help from other students on site. After the students completed their presentations, the teacher analyzed the editing ideas and expanded everyone's perspectives. Apart from adding filters, are there any other methods that can achieve the effect of merging the last two layers of video materials together? Once again sparking discussion among classmates, please ask those who have thought of the method to showcase their approach on screen, and finally have the teacher summarize it.

4.4.5 Assignment of homework

Teachers assign homework through SuperStarLearn platform to create a masked checkpoint video. Students are required to use various functions such as masking, picture in picture, music checkpoint, animation, etc. to complete the "City Night Scene Masked Checkpoint" video. The materials can be selected online or used based on their previous city night scenes. Provide grading criteria, details, and deadlines for students to collect materials, analyze editing ideas, and practice after class. Teachers will grade the homework submitted by students and provide comments to promote further consolidation and thinking in the future.

5. Conclusion

As an emerging elective course in the field of tourism management that emerged in response to the development of the times, "Mobile Short Video Editing" is based on the popular short video editing tool CapCut among young people, and introduces the online and offline hybrid teaching mode of SuperStarLearn platform. It effectively enhances students' interest and enthusiasm for the course, helps them better master the relevant technologies and practical applications of short video editing, and cultivates video editing talents with a certain foundation for tourism related enterprises and institutions, ultimately achieving the knowledge, skills, and emotional goals of this course.

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