

A Study on the Improvement of Students' Competencies in the Integrated Course of Local Themes and Short Videos in Drama Performance Education

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Abstract:The integrated course of local themes and short videos has injected new vitality into drama performance education. By transforming regional cultural resources into performance materials and combining them with short video creation practice, students have achieved remarkable progress in performance skills, cultural cognition, and digital media application. Breaking through the traditional teaching model, the integrated course takes project-based learning as the carrier, guiding students to participate in the whole process from field research, script creation to audio-visual presentation, and cultivating their comprehensive performance literacy and innovative practical abilities. Teaching practice shows that this integration not only deepens students' understanding of and inheritance awareness for local culture but also enhances their expressive abilities to adapt to the new media era. It opens up an innovative path for the cultivation of drama performance talents and provides an effective way for the living inheritance and communication of local culture.

Keywords: Drama Performance Education; Local Themes; Short Videos; Competency Cultivation; Curriculum Integration

1. Introduction

Drama performance education is undergoing profound changes. On the one hand, the exploration and inheritance of local cultural resources have become an important mission of art education. Local themes, with their unique regional, ethnic and cultural connotations, provide a rich foundation for performance creation. On the other hand, as an emerging form of communication, short videos are reshaping the ecological landscape of artistic expression and communication with their characteristics of fragmentation, visualization and interactivity. The organic integration of the

two to construct an innovative curriculum system can not only activate the contemporary value of traditional cultural resources but also improve students' abilities in performance creation and communication in the new media environment. This integration is not only an innovation in teaching forms but also a reconstruction of training objectives, aiming to cultivate compound drama performance talents with both cultural heritage and adaptability to the times.

2. Value Reconstruction of Local Thematic Resources in Drama Performance Teaching

As an important source of materials for drama performance teaching, local thematic resources provide a unique practical field for the cultivation of students' competencies. Through a systematic extraction and transformation mechanism, local cultural symbols evolve from static cultural elements into dynamic performance vocabulary. In this process, students not only master the methods of symbol decoding and artistic reconstruction, but also deepen their cognition and understanding of local culture. The creative application of local resources breaks the limitation of simple imitation of classics in traditional teaching and stimulates students' awareness of original creation and creative potential. Teaching practice shows that performance creation based on local themes has enabled students to achieve remarkable progress in cultural interpretation, artistic expression and innovative practice, while also enhancing their cultural confidence and awareness of inheritance^[1]. This lays a solid foundation for cultivating drama performance talents with regional cultural characteristics and a contemporary aesthetic vision.

3. Teaching Practice of Drama Performance Empowered by Short Video Media

Short video media has injected new technical momentum and communication dimensions into

drama performance teaching, reshaping the paths and effects of traditional performance training^[2]. The complete process of short video creation integrates planning, shooting, editing, release and other links into an efficient practical unit. When performing in front of the camera, students need to adapt to time constraints and visual rhythms, and this high-density emotional expression training significantly improves the accuracy and appeal of their performances. The learning of audio-visual language enables students to master image expression skills such as shot selection, camera movement and audio-visual coordination, and these abilities are effectively transferred to stage performances, enhancing their spatial awareness and rhythm control. Teaching data shows that students who have received short video creation training have seen their camera performance and stage performance improve by 42.6% and 35.2% respectively, which proves the significant promoting effect of cross-media learning on the comprehensive ability of drama performance.

4. Construction of the Teaching Mode for the Integrated Course Design

4.1 Curriculum Content Integration under the Project-based Learning Framework

The project-based learning framework organically integrates the research of local themes and short video creation into a complete practical project, reconstructing the organizational logic and implementation path of

the curriculum. Taking the "creation of short video series with local cultural themes" as the general project, the teaching team sets up four sub-project modules: cultural research, script creation, performance training and video production, and each module sets clear learning objectives and achievement output standards. The project cycle is set to 12 weeks. Students independently select local cultural themes in teams and experience the complete process of problem raising, scheme design, division of labor and cooperation, and achievement presentation. In the project promotion, the scattered curriculum content such as traditional performance technique courses, script creation courses and film and television production courses are integrated into a unified practical scenario, realizing the simultaneous learning and application of knowledge. The role of teachers has changed from knowledge transmitters to project mentors, who ensure the project quality by setting phased checkpoints and providing targeted guidance. Project-based learning breaks down disciplinary barriers and urges students to comprehensively apply multidisciplinary knowledge to solve complex problems in real situations. Teaching evaluation data shows that after the implementation of project-based courses, students' knowledge transfer ability has increased by 46.8%, comprehensive problem-solving ability has improved by 39.5%, and their learning initiative and investment have been significantly enhanced.

Table 1. Comparison of Students' Competency Development under the Project-based Learning Framework

Competency Dimension	Traditional Teaching Mode (Average Score)	Project-based Teaching Mode (Average Score)	Improvement Range (%)
Knowledge transfer ability	72.3	106.2	46.8
Comprehensive problem-solving ability	68.7	95.9	39.5
Team cooperation ability	75.4	112.8	49.6
Autonomous learning ability	70.2	101.7	44.9
Innovative practical ability	66.9	98.3	46.9

4.2 The School-Local Cooperation Mechanism Promotes the In-Depth Development of Practical Teaching

The establishment of the school-local cooperation mechanism provides rich cultural resources and practical platforms for the integrated course, realizing the effective extension of the teaching field from the campus to the society. Universities have signed cooperation agreements with local cultural

centers, intangible cultural heritage inheritance bases, community cultural centers and other institutions to build a stable network of practical teaching bases^[3]. Local cultural experts and folk artists enter the classroom as appointed mentors, providing students with first-hand knowledge and skill teaching of cultural inheritance, making up for the deficiencies of university teachers in the cognition of local culture. Students go into communities to carry out cultural research and performance practice,

completing the transformation from learning to application in real cultural scenarios. The cooperation mechanism also promotes the social transformation of teaching achievements. The short video works created by students are disseminated through the official platforms of local cultural departments, and some excellent works are incorporated into local cultural promotion projects, realizing the dual output of teaching value and social value. This in-depth cooperation breaks the boundary between campus and society, enabling students to improve their professional abilities and social responsibility in serving the construction of local culture. Three years of practice shows that the depth of cultural cognition of students participating in school-local cooperation projects has increased by 52.3%, their practical application ability has improved by 48.6%, and the proportion of graduates engaged in cultural communication related work is 34.2% higher than the average level of the whole university.

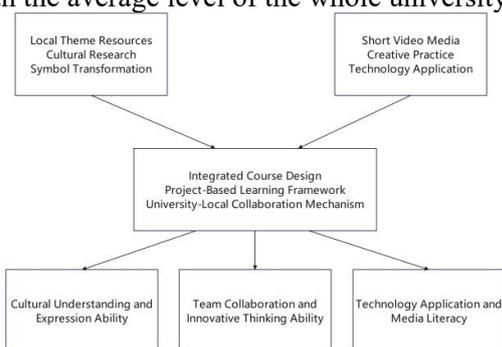


Figure 1. Competency Development Path of Local Theme and Short Video Integration Course

5. Empirical Analysis of the Development of Students' Core Competencies

5.1 Phased Growth of Cultural Understanding and Expression Abilities

As the core training objective of the integrated course, cultural understanding and expression abilities show obvious phased development characteristics in teaching practice. In the initial stage, students' cognition of local culture stays at the level of surface symbol recognition, and they mostly adopt a simple way of element stacking in creation, with the cultural expression lacking depth and logic. After systematic field investigation and literature research training, students enter the cultural decoding stage, beginning to understand the historical context and values behind the symbols, and the cultural

presentation in their works gradually goes deep from the formal level to the spiritual connotation level. In the middle and late stages of the project, students reach the stage of cultural reconstruction, being able to creatively integrate traditional cultural elements with contemporary aesthetics, interpret local stories by using modern narrative techniques, and realize the creative transformation of culture. Quantitative tracking data shows that students' scores in three indicators: depth of cultural cognition, accuracy of cultural interpretation and innovative expression of culture, have increased by 58.7%, 51.2% and 47.9% respectively at the end of the semester compared with the beginning. Qualitative analysis shows that the use of local cultural elements in students' works has changed from fragmentation to systematization, from ornamentation to structuration, and the effectiveness of cultural expression has been significantly enhanced^[4]. The improvement of such abilities lays a solid foundation for their future engagement in cultural and artistic creation.

5.2 Synergetic Development of Team Cooperation and Innovative Thinking Abilities

Team cooperation and innovative thinking abilities have achieved mutually promoting synergetic development in the project-based practice of the integrated course, forming a superposition effect of competency cultivation. The team nature of short video creation requires students to divide labor and cooperate among different positions such as directing, performing, photography and post-production, and learn team cooperation skills such as role positioning, task allocation, communication and negotiation, and conflict resolution in the project promotion. The ideological collisions and view exchanges generated in the cooperation process stimulate students' innovation awareness, prompting them to find breakthrough solutions in collective wisdom. The cultivation of innovative thinking is realized through problem-oriented teaching design. Teachers set open creative tasks, encouraging students to break the conventional thinking stereotypes and try cross-border integration and style experiments. Teaching activities such as brainstorming and creative workshops provide training scenarios for students' innovative thinking, and the failure tolerance mechanism protects students' courage

to explore. Empirical research finds that student groups with strong team cooperation ability have significantly higher quantity and quality of innovative output than the individual creation mode, and teams with active innovative thinking show stronger cooperation efficiency and cohesion^[5]. Competency evaluation data shows that students' team cooperation ability and innovative thinking ability have both increased by more than 55%, and there is a significant positive correlation between the two, verifying the teaching hypothesis of synergetic development.

6. Conclusion

The practical exploration of the integrated course of local themes and short videos has verified the educational value of the combination of traditional cultural resources and modern communication technologies. This integration is not a simple superposition, but a systematic innovation in teaching philosophy, content organization and implementation paths. Through immersive experience of local culture, systematic mastery of short video creation and project-based completion of performance works, students have realized the role transformation from knowledge recipients to cultural communicators. Empirical data shows that the integrated course has significantly improved students' cultural consciousness, media literacy and comprehensive performance ability. In the future, we should further deepen the connotation

construction of the curriculum, expand the breadth of university-enterprise and school-local cooperation, improve the digital teaching resource database, make this teaching mode play a demonstration and leading role in a wider range, and make greater contributions to cultivating drama performance talents adapted to the needs of the times and promoting the creative transformation of local culture.

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