

The Practical Application of New Media Technology in Higher Education Drama Performance Teaching

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Abstract: *This paper explores the practical application of new media technology in higher education drama performance teaching. By analyzing the potential advantages of new media technology in drama education and how it changes students' learning experiences and performance abilities, we demonstrate how to integrate new media into higher education drama courses, enhance teaching quality, and stimulate students' creativity. Through case studies and sharing of practical experiences, this paper provides valuable insights for practitioners in the field of higher education drama education.*

Keywords: *new media technology, higher education, drama performance, teaching application, learning experience, creativity*

1. Introduction

Higher education drama performance education has always been an important field for nurturing students' creativity, expressive abilities, and critical thinking. However, in the digital age, the rapid development of new media technology has brought about new opportunities and challenges for drama teaching. This paper will explore the practical application of new media technology in higher education drama performance teaching and examine how these technologies impact students' learning experiences and performance abilities. By delving into the role of new media in education, we can better understand how to leverage technology to enhance the quality of drama education and unleash students' potential.

2. Evolution of New Media Technology and Drama Education

2.1 Definition and Classification of New Media Technology

2.1.1 Digital Media

Digital media, as a crucial component of new media technology, plays a significant role in higher education drama education due to its diversity and interactivity. Digital media content encompasses digitized images, audio, video, and text, which can be easily stored and transmitted in digital formats. In drama education, digital media provides students with abundant learning resources, such as digitized scripts, sound effects, video materials, and more. These resources are not only easily accessible but can also be integrated into students' learning processes, offering them additional learning materials and performance elements.^[1]

Digital media also serves as a platform for students to create and express themselves. Through digital media tools, students can create digital representations of character-related images and infuse their creativity into character portrayal. Furthermore, digital media can be used to produce multimedia presentations, aiding students in understanding and presenting the background, history, and cultural context of dramatic works.

2.1.2 Virtual Reality (VR) and Augmented Reality (AR)

Virtual reality and augmented reality technologies are innovations in the field of new media technology, providing unprecedented learning and performance experiences in drama education. Virtual reality technology simulates virtual environments through head-mounted devices, allowing students to feel as though they are immersed in dramatic settings.^[2] In an educational context, virtual reality can be used to simulate various theatrical venues, enabling students to practice role-playing and stage performance in a virtual environment, thus enhancing their understanding of stage dynamics and character interactions.

Augmented reality technology enables the overlay of digital information onto the real world, offering students opportunities to interact with virtual elements. For instance, students can use augmented reality applications to see virtual props or virtual actors on an actual stage, enhancing their performance experience and creativity.^[3]

2.1.3 Social Media and Online Performance Platforms

Social media and online performance platforms have become essential channels for students to showcase and share their dramatic works. Platforms such as YouTube, Instagram, and TikTok allow students to share their performance pieces globally, interact with audiences, and receive feedback. This global visibility is highly appealing to drama students, as they can display their performance skills, build their own brands, and connect with audiences.^[4]

Social media also provides opportunities for collaboration and interaction among students. They can share resources online, discuss characters and plotlines, and collaborate with other students in creating dramatic works. This collaborative learning approach fosters teamwork and innovation skills in students.

2.2 Key Objectives and Challenges of Drama Education

2.2.1 Key Objectives

One of the core objectives of drama education is to enhance students' performance skills, particularly in the portrayal of characters. Through drama performance, students master and apply professional skills, learn to organize actions, express emotions, showcase character traits, and establish communication with other characters. Additionally, drama education emphasizes the cultivation of creative thinking, encouraging students to not only act but also participate in scriptwriting, stage and prop design, and explore different performance styles. This process expands students' imagination and innovation.^[5] Drama education also improves students' communication skills, including verbal and non-verbal communication, such as body language and facial expressions. Students become capable of articulating thoughts and emotions clearly and learn to collaborate with other actors to create coherent performances. Lastly, drama education highlights emotional expression. By portraying different roles, students experience a range of emotions, thus enhancing their emotional expression abilities, emotional intelligence, and emotional awareness. These comprehensive objectives make drama education an opportunity for holistic development, providing students with rich experiences and skills.^[6]

2.2.2 Challenges

Despite the clear objectives of drama education, it faces several challenges in practice:

Limited Learning Resources: Traditional drama education may be constrained by limited learning resources. The costs associated with resources such as stages, costumes, and props can be prohibitive, restricting schools from providing diverse theatrical experiences. Students may miss out on opportunities to engage in different types of drama due to resource limitations.

Student Engagement: Some students may lack interest in traditional drama performances. This could be due to a lack of self-confidence or a reluctance to perform in public. Student disengagement can hinder their development and learning experiences.

Audience Feedback: As a performing art where "people perform for people to watch," the natural connection between actors and audiences is crucial. How to subject students to audience scrutiny as much as possible during the teaching process has always been a challenge in drama education.

New media technology offers opportunities and challenges for higher education drama education. Students can receive timely feedback from online audiences, enhancing their performance skills and creativity. The integration requires careful planning and educational support to meet the diverse needs of students and improve assessment. In the future, new media will continue to play a role in drama education, nurturing more talents in the field of drama.

3. Application of New Media Technology in Drama Education at Universities

3.1 Application of Virtual Reality (VR) and Augmented Reality (AR)

Virtual Reality (VR) and Augmented Reality (AR) technologies have emerged as significant tools in

higher education drama, providing students with unprecedented immersive learning and performance experiences. These innovative technologies not only simulate various theatrical scenarios but also stimulate students' creativity and enhance their engagement.

3.1.1 Simulating Theatrical Settings

Virtual reality technology can simulate various theatrical settings, ranging from classical theaters to modern stages, and even fantastical worlds. Students can wear VR headsets and feel as if they are on different stages, experiencing the atmosphere and visual effects of different scenes. This immersive experience helps students better understand the staging requirements and performance styles of various types of drama.

Augmented reality technology can be integrated with actual stages, offering students opportunities to interact with virtual elements. For instance, students can use AR applications to view virtual props or virtual actors on a real stage, inspiring their creativity and performance ideas.

3.1.2 Creation and Performance

Virtual reality and augmented reality also provide students with a platform for creation and performance. They can use virtual tools to create characters and stages, design their own dramatic scenes, and engage in autonomous creative processes. This fosters students' creative thinking and enables them to gain a deeper understanding of the drama production process.

Students can also portray different roles in virtual environments and interact with virtual actors. This helps them improve their role-playing skills and stage performance abilities. Through interactions with virtual actors, students can practice emotional expression and role transitions in different contexts.

3.2 Management of Digital Scripts and Performance Resources

The management of digital scripts and performance resources is a critical application of new media technology in higher education drama. Digital script and resource management offer more efficient learning and rehearsal tools, helping students better understand scripts and prepare for performances.

3.2.1 Digitalized Scripts

Traditional scripts can be digitized, allowing students to access and annotate scripts easily through electronic devices. The advantage of digital scripts is that students can access them anytime and anywhere, engage in online discussions, and make annotations without relying on printed scripts. Additionally, digital scripts support text searching and annotations, making it easier for students to understand and analyze script content.

3.2.2 Multimedia Resource Management

Digitalized scripts are just one aspect of new media technology in drama education. Multimedia resource management systems enable schools and students to manage and share audio, video, images, and other multimedia elements. These resources can be used to enhance students' performances, such as adding sound effects, background music, and video clips.

Students can use multimedia tools to record and edit their own performances, combining them with virtual reality or augmented reality technology to enhance performance quality and appeal. This management of multimedia resources provides students with more possibilities for performance elements and enriches their performance experiences.

3.3 Utilizing Social Media and Online Performance Platforms

Social media and online performance platforms have become essential channels for students to showcase and share their dramatic works. These platforms not only extend students' audience reach but also provide opportunities for interaction with audiences and feedback.

3.3.1 Sharing Performance Works

Students can use social media platforms such as YouTube, Instagram, and TikTok to share their performance works. By uploading performance videos, speech excerpts, or behind-the-scenes footage, they can share their work with audiences and build their own fan base. This not only helps students establish their own brand but also provides valuable feedback opportunities. Audience comments and likes can help students understand their performance effects and encourage continuous improvement.

3.3.2 Collaboration and Interaction

Social media can also be used for collaboration and interaction among students. Teams can use online collaboration tools to share resources, discuss characters and plotlines, and better prepare and improve their performances. Through social media, students can connect with drama enthusiasts and professionals worldwide, sharing experiences and opinions.

Online performance platforms, such as drama competitions and online acting courses, also provide students with opportunities to interact with audiences. Students can showcase their acting skills on virtual stages and receive reviews and feedback. This interactivity helps boost students' performance confidence and skills.

4. Impact of New Media Technology on Learning Experience

New media technology has enriched resources for drama education in higher education institutions and simultaneously improved students' learning experiences. This chapter discusses how new media enhances interactivity, fosters self-directed learning and creative thinking, and enhances emotional expression.

4.1 Increased Interactivity and Engagement

New media technology significantly boosts student engagement in drama education by providing interactive tools and platforms. Traditional drama courses might be limited in terms of in-class performance opportunities, but new media technology breaks the constraints of time and place, allowing students to participate and interact more frequently.

4.1.1 Interactivity of Virtual Reality and Augmented Reality

Virtual reality and augmented reality technologies enable students to interact and explore in virtual environments. They can engage with virtual characters, simulate performances in different scenarios, and learn and improve their performance skills. This interactivity allows students to gain a deeper understanding of characters and plotlines, enhancing their performance abilities.

Augmented reality technology can also provide virtual elements on actual stages, such as virtual props or virtual actors. This interaction helps students better comprehend the interaction between the virtual and the real, providing opportunities for innovation and performance.

4.1.2 Interactivity on Social Media and Online Performance Platforms

Social media and online performance platforms offer students opportunities to interact with audiences. Students can share their performance pieces, connect with audiences, and receive feedback and comments. This interactivity encourages active participation in performances and boosts students' confidence.

Online performance platforms, such as drama competitions and online acting courses, also allow students to interact with other students and mentors. Students can collaborate with peers, share resources and experiences, and collectively improve their performance skills. This collaborative interaction helps develop students' teamwork and cooperation abilities.

4.2 Cultivation of Student Self-Directed Learning and Creative Thinking

New media technology empowers students with greater autonomy in learning and opportunities for creative performance. Students are no longer limited to being actors but can also take on roles as directors and other key creators, participating in various aspects of drama production.

4.2.1 Self-Directed Learning

The management of digital scripts and multimedia resources allows students to engage in self-directed learning and research of scripts and characters. They can delve into the script, search for relevant information, and understand the historical and cultural backgrounds of the characters at their own pace. This self-directed learning method cultivates students' information literacy and independent thinking.

Social media platforms can also be used for knowledge sharing and discussions among students. Students can engage in online discussions about script interpretations, character analyses, and stage

designs, inspiring each other and promoting deep learning through collective wisdom.

4.2.2 Creative Thinking

New media technology provides students with a platform for creation and performance. They can use virtual reality tools to create characters and stages, design their own dramatic scenes, and even write their own scripts. This creative process fosters students' creative thinking and innovation skills.

Students can also use multimedia resources to produce audio, video, and images, enriching their performances. These multimedia elements enhance the visual and auditory effects of performances, immersing the audience more deeply in the performance. Through creative multimedia expression, students can develop interdisciplinary skills such as audio editing, video production, and art design.

4.3 Enhancement of Emotional Expression through Multimedia Elements

Multimedia elements in drama performances can enhance emotional expression, allowing the audience to more profoundly experience and understand the emotions and inner worlds of the characters.

4.3.1 Visual and Auditory Effects

Multimedia elements such as sound effects, background music, and video materials can enhance the visual and auditory effects of performances. Music and sound effects can intensify emotional expression, create atmosphere, and guide the audience's emotions. Video materials can be used for background projections, providing richer stage backgrounds and visual effects. These multimedia elements engage the audience more deeply in the performance, enhancing emotional resonance.

4.3.2 Diversity in Emotional Expression

Multimedia elements also introduce diversity in emotional expression. Students can convey different emotions and plotlines through choices in music, video editing, and sound effects. This diversity enables students to gain a comprehensive understanding of emotional expression techniques, improving their acting skills.

New media technology has profoundly transformed the learning experience in higher education drama, enhancing interactivity, creative thinking, and emotional expression. Educators should actively utilize these technologies to improve the quality of drama education and attract more students with performance talent. New media technology provides broader opportunities to meet student needs and cultivate drama talents.

5. Case Studies and Best Practices in the Integration of New Media Technology in Higher Education Drama

In this chapter, we will explore best practices in integrating new media technology into higher education drama teaching through case studies and shared experiences from teachers and students. We will also discuss successful teaching strategies and educational resources.

5.1 Case Studies of New Media Integration in Higher Education Drama Courses

5.1.1 Application of Virtual Reality (VR) and Augmented Reality (AR) in Performance Courses

In a university's performance course, the instructor introduced virtual reality and augmented reality technology. Students, by wearing VR headsets, could simulate various stage settings, from traditional musical theater stages to science fiction environments. This allowed students to better adapt to the performance requirements of different types of drama and enhanced their creativity. Augmented reality technology was also used for interactive experiences with virtual characters, enabling students to engage in dialogues and interactions, thus practicing role-playing skills. This case illustrates how virtual reality and augmented reality can enhance students' performance abilities and creative thinking.

5.1.2 Sharing Performance Works on Social Media Platforms

A drama teacher encouraged students to share their performance works on social media platforms such as Instagram and TikTok. Students could upload their performance clips and interact with the audience. In this case, one student's performance video received thousands of likes and shares on social media, attracting a larger audience. Feedback and comments from the audience helped students

understand their performance impact, motivating them to continuously improve. This case emphasizes the importance of social media platforms in expanding the student audience and providing opportunities for feedback.

5.2 Shared Experiences from Teachers and Students

5.2.1 Teacher's Experience Sharing

A drama teacher shared their experience in teaching. They emphasized key factors when integrating new media technology, including clear teaching objectives, appropriate technology selection, and comprehensive training support. The teacher advised that educators should thoroughly understand the advantages and limitations of technological tools before using them, aligning them effectively with course objectives. Furthermore, they highlighted the importance of collaboration and interaction with students to ensure they make the most of new media technology to enhance their performance skills.

5.2.2 Student's Experience Sharing

A student shared her experience using new media technology in drama courses. She mentioned how virtual reality technology helped her better grasp the stage requirements of different types of drama. She also shared her experience of sharing performance works on social media, stating that it helped her establish her own performance brand and engage with the audience. She emphasized the value of social media platforms in self-promotion and boosting performance confidence for students.

5.3 Successful Teaching Strategies and Educational Resources

5.3.1 Teaching Strategies

Successful teaching strategies for integrating new media technology include:

Clear Teaching Objectives: Instructors should define clear course objectives and ensure that the use of new media technology aligns with these goals.

Training and Support: Schools should provide comprehensive training and technical support for both teachers and students to ensure proficient use of new media tools.

Student Engagement: Teachers should encourage active student participation, interaction, and collaboration to maximize the benefits of new media technology.

5.3.2 Educational Resources

Successful integration of new media technology requires the following educational resources:

Virtual Reality and Augmented Reality Equipment: Schools should provide necessary virtual reality and augmented reality equipment to support students' immersive learning experiences.

Social Media Training: Schools can offer training courses to help students and teachers effectively utilize social media platforms.

Multimedia Production Tools: Schools should provide audio, video, and image editing tools to support students in creative performance and multimedia element production.

6. Conclusion

This paper has explored the practical applications of new media technology in higher education drama performance teaching, emphasizing its positive impact on learning experiences and performance abilities. New media technology provides students with a richer and more interactive learning environment, sparking their creativity and expressive skills. However, the successful integration of new media technology requires well-designed courses and educational strategies to ensure its maximum educational potential. Through case studies and shared practices, we have provided useful guidance and insights for practitioners in the field of higher education drama education. It is hoped that these experiences will drive the development of drama education, enabling students to better embrace future challenges and opportunities.

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