

Application of Multimedia in Psychological Teaching Management

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Abstract: For the current school education, the proportion of mental health education is increasing. With the promotion of education departments and schools, mental health education is getting more and more popular in schools. However, according to the current social survey, the strength and breadth of mental health education is not enough, and the actual teaching effect in the campus is not ideal. With the popularization and popularization of information and science and technology, multimedia is more and more widely used in various fields, especially in teaching, it can play a key role. It can intuitively present the voice of mental health education in front of students through video, pictures and audio broadcasting, so that students can be as personally as possible, and achieve very effective teaching effect in teaching management. This paper first introduces the main functions and connotations of multimedia teaching, and expounds the multi-faceted application of multimedia teaching; secondly, it expounds the significance of the application of multimedia teaching in psychological teaching management, and states what benefits it will bring to the application of multimedia in psychological teaching management. Finally, it puts forward many suggestions on the application of multimedia in Campus psychology teaching practice. The method of media situational teaching. Through a large number of investigations and interviews, the application of multimedia situational teaching in psychological teaching management proposed in this paper has good effect and practical feasibility, which proves that the application has good operability and student acceptance.

Keywords: Multi-Media, Mental health, Teaching management

1. Introduction

The process of mental health teaching practice is based on the process of psychological education, focusing on the understanding of psychology and perception. Globally, with the development of economy and the progress of human beings, mental health education has gradually attracted more and more attention. Health psychology education is the educational theme that contemporaries must pay attention to, and also the best way to prevent psychological problems. However, due to the different environmental conditions, social conditions and living conditions of each person, they encounter different difficulties, setbacks and problems. Therefore, mental health education is becoming more and more important in China. Our school health education has experienced more than 20 years of exploration and practice, and achieved good results. With the deepening of the theory and practice of psychological quality education, class-based psychological education has become the main platform for schools to carry out psychological quality education. This paper proposes that the scene creation of multimedia mental health course is one of the main means and ways to carry out mental health education. It plays an important role in popularizing and publicizing mental health knowledge and improving adolescents' mental health.

Since the 1990s, multimedia assisted instruction [1-5] has been widely used in Colleges and universities all over the country, and has become a new teaching method to replace traditional teaching methods. After more than 20 years of development, multimedia teaching has become more and more complex, and has produced many new teaching methods and methods. Although it is more and more widely used in multimedia teaching, the results show that the application of psychological health multimedia technology course is not much. Multimedia teaching analyses the basic elements of sports technology from various angles in an all-round way, so that students can observe the technical points intuitively, concretely and dynamically, and form clear and accurate sports representation. Multimedia courseware diversity is conducive to students' creative thinking, which includes animation, pictures, data maps and many other factors. Integrating a variety of information, making the classroom

atmosphere more relaxed and humorous, triggering thinking, cultivating students' interest in learning, so that they can actively learn. Give full play to subjective initiative, think positively about later learning and training, insist on learning, so that teaching really achieves the purpose of educating people.

Mental health activity course is different from activity course teaching course in mastering knowledge. It pays attention to students' participation and experience. Modern educational technology [6-9] plays a unique role in breaking through the key points of mental health activities, difficulties and situation creation. For example, multimedia courseware integrates various media information, such as text, picture, sound, animation and so on. It can create various vivid and intuitive activities for students; vividly display various typical cases, so that students feel immersed in the situation. This has greatly aroused the enthusiasm and enthusiasm of students in learning. At present, many psychological teaching uses multimedia teaching, but many teachers are still in the "primary stage" of multimedia use. There are gaps and imperfections in different levels of development and use. In view of this, how to make better use of modern multimedia technology, use multimedia, control all kinds of information media for teaching purposes, and create an effective mental health situation is a problem that needs to be solved and solved. In recent years, school mental health education in China has made rapid development, but there are also some problems. As a new subject, the course of mental health education on campus has its own unique characteristics, which puts forward higher requirements for students' emotional experience brought by creating situations. The purpose of this study is to explore how to use multimedia technology in school mental health education classroom to create a situation that can stimulate students' real and strong emotional experience in the context of modern education [10-14]. To enable students to respond in a natural way and explore more effective ways and means of creating situations, so as to achieve the goal of self-help in the classroom of school mental health education. Improve students' growth and internal motivation to solve problems.

On the basis of investigation and analysis, this topic finally puts forward the application research of multimedia in psychological teaching management. The specific contributions of this paper are as follows:

- (1) The current situation of multimedia teaching research at home and abroad is analyzed, and the feasibility of multimedia teaching is analyzed based on the current situation of mental health education courses offered by schools.
- (2) According to the content of mental health education, choose one of the modules, and combine multimedia to design the teaching situation of psychological teaching.
- (3) Through the statistical results of the teaching design, the practicability of the design in teaching management is analyzed, and the positive influence of the teaching design on psychological teaching is verified.

2. Multimedia Teaching

The rapid development of information technology in the 1990s has made multimedia-assisted instruction more diversified, and in some areas began to apply and promote multimedia-assisted instruction. In the 21st century, the information technology industry has been continuously developing and upgrading, which has become an important driving force for economic and social development. At the same time, multimedia-assisted teaching methods are also constantly developing and updating, showing a more diverse, ubiquitous and integrated characteristics. The continuous progress of teaching means has greatly promoted the popularization of multimedia-assisted instruction, accelerated the transformation of traditional learning mode, and improved the efficiency of students' learning.

2.1 Multimedia Teaching

Multimedia teaching is a new teaching method which uses multimedia courseware and combines traditional teaching. The effectiveness of multimedia teaching is intuitive, data-based and technical. Intuition is an inner feeling. There is not enough logical reasoning, which is an intuitive feeling. Teachers must be good at mastering students' interest in learning, and strive to create a good teaching environment to stimulate students' interest in learning, so as to cultivate students' creative thinking. Intuition exists in every corner of our lives. For the cultivation of creative thinking, while using multimedia to teach, teachers should be good at creating problem situations, making use of the incomparable advantages of traditional multimedia teaching methods to stimulate students to acquire

new knowledge. Guiding students to experience the pleasure in the process of finding answers, so as to encourage students to give full play to their creative thinking. For example, an experienced doctor can treat a patient and see the patient's face so that he can understand the patient's condition. Although intuitive judgment is not necessarily completely scientific, it is based on the practical understanding of Marxism, then practice and realize the point of view that intuition is the basis of rationality [15-18]. Therefore, the evaluation of multimedia teaching effect is inseparable from intuitive participation.

According to the definition of multimedia teaching, multimedia teaching refers to the classroom teaching activities carried out by multimedia courseware through multimedia computer. In addition to people's attitudes or attitudes towards multimedia teaching, such teaching activities mainly involve a series of technical issues. Technology refers to "knowledge, skills and operational skills of production or other activities". The technical characteristics of multimedia teaching results mean that it is necessary to evaluate the effectiveness of multimedia teaching. It needs a series of operation paths to determine the effectiveness of multimedia teaching. The series of operation paths here mainly include: multimedia computer operation technology, multimedia teaching effective evaluation management technology, multimedia courseware production technology, multimedia teaching effect measurement index system design technology, multimedia teaching effectiveness calculation technology, etc. Among them, multimedia courseware and the construction of multimedia teaching effect index system are the key issues. Technicality is another important feature reflecting the effectiveness of multimedia teaching. According to the technical characteristics of multimedia teaching, it reflects that teachers play a key role in multimedia teaching, which is very important or affirmative. Any teacher should have a multimedia course to make the multimedia course more interesting and interesting, to attract students' interest, and to stimulate students' enthusiasm, initiative and innovation.

2.2 Situational Creation of Multimedia Teaching

The interpretation of situational teaching method means that in the process of teaching, teachers purposefully introduce or create a vivid and specific scene with a certain interest in specific colors and themes. A teaching method that encourages students to understand textbooks and cultivates students' psychological functions. Situational teaching method focuses on stimulating students' inner feelings. Situational teaching is based on in-depth observation, experience, study of society and life, combined with teaching objectives and students' needs, further refinement and treatment will affect students, such as model demonstration, classroom games, poetry recitation, music appreciation, etc. All these are based on the teaching content to create the corresponding teaching situation, which also has subtle implications. If learning only stays at the improvement of cognitive level, or only pays attention to the cultivation of students' cognitive ability, ignoring students' emotional needs, and can not effectively make students' cognitive and emotional interaction, then the teaching and learning effect is usually unsatisfactory. As far as psychology and education are concerned, students' learning is a process of interaction between cognition and emotion. In teaching, creating situations can lead students to positive and healthy emotions, so that they can actively participate in the teaching process in a pleasant and free learning atmosphere. Stimulate students' internal motivation, so that students can take the initiative to learn. In psychological teaching classroom, creating a situation close to students' life experience or cognitive level or meeting their emotional needs can effectively stimulate students' emotional resonance. Strengthen students' best learning motivation, make full use of students' non-intellectual factors, and cultivate students' innovative thinking.

2.3 The Application of Multimedia Teaching Scenario Creation in Psychological Teaching

Mental health education aims at cultivating and improving students' psychological quality. Specifically, it can help students learn to solve their own problems, including learning, interpersonal communication, emotional adjustment, self-improvement and so on. Unlike other subject courses, it emphasizes the growth of students' mind, which can not be achieved only by the inculcation and preaching of educators. This process requires the participation and experience of students. Only through self-exploration and personal practice can students gain experience and grow up in a real sense. On this point, multimedia situational teaching has its unique advantages. Mental health education emphasizes students' experience and perception. Multimedia can create a variety of vivid teaching situations for students through visual display of text and pictures, audio and video broadcasting, and the use of network resources, so that students have a sense of immersion, and present their content in a voice way. It helps stimulate students' enthusiasm for learning and learning. Therefore, the correct implementation of multimedia situational teaching will promote the effective development of mental

health education.

3. Design of Multimedia Applied to Psychological Teaching Management in Colleges and Universities

3.1 Demand Analysis

With the rapid development of multimedia technology in the field of teaching, courseware has been more and more widely used in classroom teaching. Multimedia courseware has powerful interactive function and excellent animation effect, which greatly meets the teaching needs of psychological education and is highly sought after by psychological teachers. This paper systematically discusses the principle of courseware, the development process, the specific design method and the problems needing attention in the application. Help teachers produce high-quality and high-efficiency courseware under the guidance of scientific theory, and improve their professional quality. Efficient multimedia courseware can not only strengthen the interaction between teachers and students, but also enrich classroom teaching resources and create a good environment for students to learn independently. In classroom teaching, teachers need to change the traditional teaching concepts, highlight the dominant position of students, and guide the overall and individual development of students. Multimedia teaching, as an important way to promote information-based teaching, largely meets the teaching needs of college entrance examination reform. In teaching design, teachers can use multimedia courseware, integrate teaching resources, attract students' attention, and create problem situations with the audio and image functions of courseware. to cultivate students' ability of thinking, exploring and information processing, and to promote students' diversified development.

Teaching design should be realized according to various teaching links, including how to achieve teaching objectives, taking full account of teaching conditions, flexible teaching methods, comprehensive evaluation of teaching evaluation, etc. The implementation of each teaching situation must be carried out in accordance with these conditions. In this way, we can ensure that all students' multimedia teaching, so that students can quickly adapt to the teaching environment, actively participate in and give full play to their subjective initiative. In order to achieve the best state of the teaching process, the following figure shows the technical route.



Figure 1: Technology roadmap

3.2 System Design and Analysis

The multimedia psychological teaching management application designed and implemented in this paper is based on J2EE platform [19-21]. It adopts JSP + Servlet + Jetty + MySQL technical scheme and adopts multi-tier architecture design, as shown in the figure.

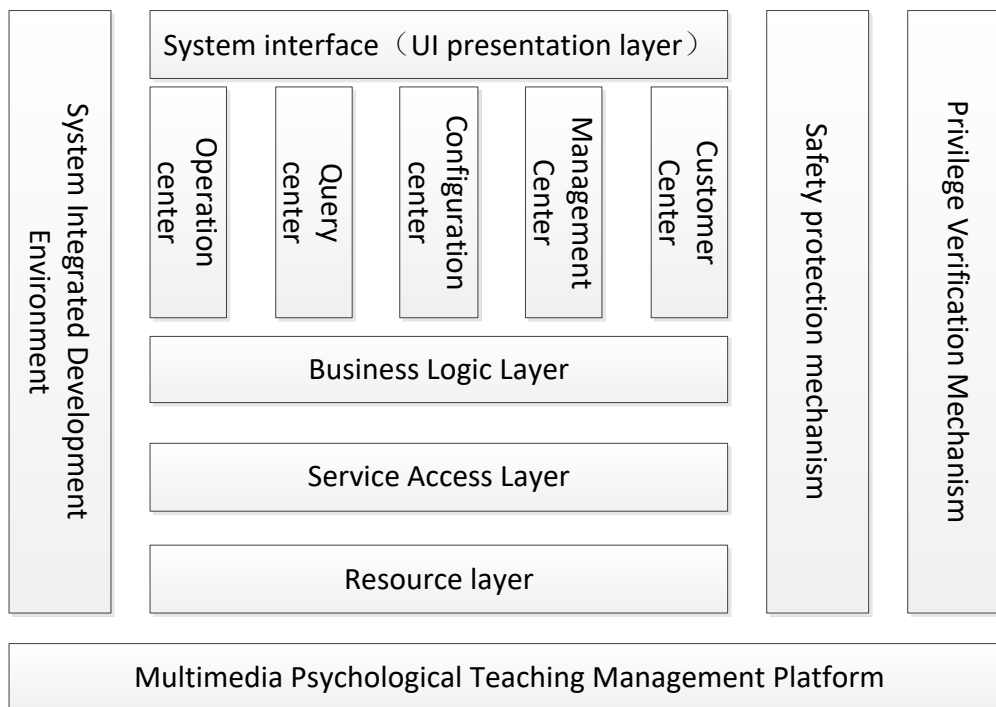


Figure 2: Architecture of multimedia psychological teaching design

As shown in Figure 2, the system is divided into UI display layer, business logic layer, service access layer and resource layer. At the same time, it has a perfect integrated development environment, security protection mechanism and authority verification mechanism.

1) UI Display Layer

The system interface of multimedia teaching service management system, namely UI display layer, is designed in accordance with MVC Web framework model and adopts unified development model and standardized development process. It can effectively realize the unified call mode of business logic, and provide practical functions such as session management and Web printing.

2) Business Logic Layer

Business logic layer is used to receive and process user's operation access requests. It completes the interaction with service access layer through business logic layer, and feeds the processing results back to UI presentation layer.

3) Service Access Layer

Multimedia teaching service management system provides database access components. Although the system uses MySQL database, in order to facilitate the later expansion of functions, the system database access components provide access to various databases, including Oracle, DB2, SQL Server, MySQL and other common databases. It can simply and effectively realize the connection and persistence operation to the database.

4) Resource Layer

Resource layer provides a variety of resource invocation methods, including PowerPoint resource file, Word resource file and other system resources and system services in the information system.

3.3 System Function and Main Content

The function design of multimedia psychology teaching management system includes the functions that psychological teaching system needs to achieve. The data management part includes pictures, audio and video in the management material. Courseware management includes courseware management and classroom teaching functions. At the same time, the system also needs permission management function. Functional design is shown in Figure 3.

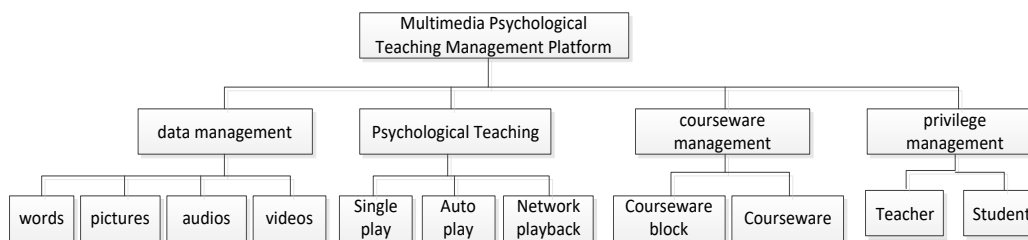


Figure 3: System functions

3.3.1 Picture Management Design

Choose Play: Multimedia Psychology Teaching Management System contains certain images and teaches them separately. At the same time, you can play the last or next selection of all the pictures in the system in turn. **Automatic Demonstration:** When the multimedia psychology teaching management system runs, it can automatically play all the pictures contained in the system and carry out systematic teaching of a series of pictures. That is to say, after each picture in the series is displayed for a period of time, the next picture is played. **Adding Pictures:** Multimedia Psychology Teaching Management System has the function of adding local computer images. When adding, first look up the image on the local computer system. Once found, let the picture appear on the operating interface, and then enter the picture information. The input information includes the name of the picture and the description of the picture. **Picture modification:** Modify the picture information added to the multimedia psychological management system. First find the image that needs to be modified, and then modify the information about the image. Generally, the modified content has the name of the picture and the description of the picture.

3.3.2 Audio Management Design

Choose Play: Multimedia Psychology Teaching Management System in the process of operation to play a certain audio system, and teach audio separately. **Automatic Demonstration:** In operation, the multimedia psychology teaching management system plays a series of audio in the system to teach the series of audio. **Single track cycle:** Multimedia psychology teaching management system plays audio and repeats audio demonstration teaching in the operation process. It is especially suitable for hurdle race teaching which is more difficult. **Add Audio:** Add Audio File to Multimedia Psychological Management System. When adding, enter the audio file description information. **Audio modification:** The description information of audio files included in the multimedia psychology teaching management system has been modified.

3.3.3 Design of Video Management

Choose Play: Multimedia Psychology Teaching Management System plays a certain video in the system during the operation, and teaches the video separately. **Automated demonstration multimedia psychology teaching management system** plays a series of videos contained in the system during its operation, and systematically teaches the series of videos. **Single track cycle:** Multimedia psychology teaching management system plays the video contained in the system in the operation process, and repeats the video demonstration teaching, especially for the Hurdle Race Teaching with higher difficulty. **Adding Video:** Adding Video Files to Multimedia Psychological Management System. When adding, you need to enter the description information of the video file. **Video modification:** The description information of the video file included in the multimedia psychology teaching management system has been modified.

3.3.4 Courseware Management Function

Courseware Block Increase: Describe the data in multimedia psychology teaching management system, and determine the teaching time of classroom textbooks to form courseware block. **Courseware Block Modification:** Courseware Block in Multimedia Psychology Teaching Management has been modified, mainly to modify its description information and teaching time. **Courseware Increase:** Adding courseware to Multimedia Psychology Teaching Management System is to name courseware by associating courseware blocks in the system and describing the content of courseware. **Courseware modification:** In the multimedia psychology teaching management system, the modification of courseware is mainly to modify the courseware blocks and descriptive information related to courseware. **Teaching:** Teaching in class. List all the courseware in the multimedia psychology teaching management system, and select a courseware to play.

3.3.5 Authority Management Function

Login: Authorization to add, modify and delete materials, courseware blocks and courseware can only be used after teachers are allowed to login.

4. Application of Multimedia in Psychological Teaching Management in Colleges and Universities

4.1 Technology Architecture

J2EE is a completely different architecture product from traditional application development technology. It contains many components. It is mainly used in large-scale and code-intensive program development. It is standardized and hierarchical, so it is easier to be used for developers' development and later maintenance. J2EE can be understood as an enterprise middleware system or platform connecting various resources and applications scattered in the network. Provides a set of application components and runtime environments for building, managing and running scalable enterprise-level business applications. Physically, the J2EE environment can be distributed to multiple servers, and a single business application can also be deployed to one or more servers on the network by a group of distributed components. The technical architecture design of this paper is shown in Figure 4.

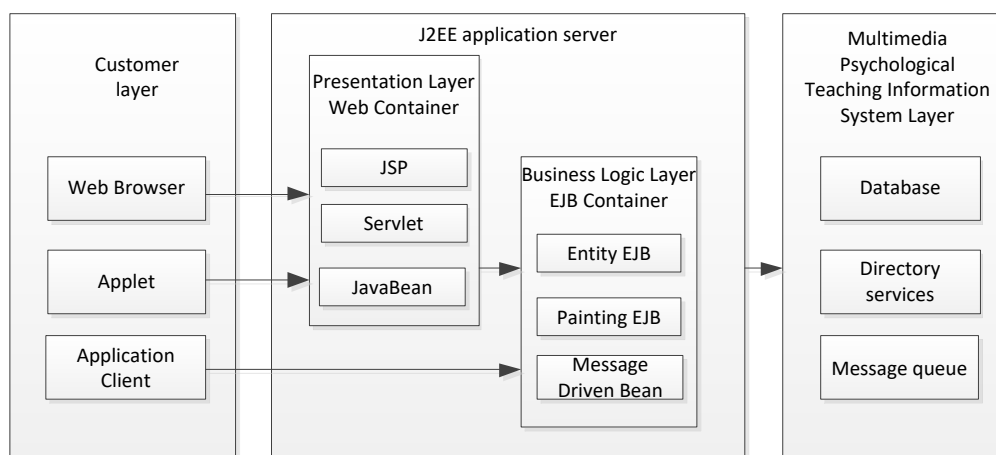


Figure 4: Technology Architecture

4.2 Teaching Platform Realization Effect Map

Interface design is the key part of courseware design. Courseware should have a friendly interface to stimulate learners and interest in learning. The so-called interface friendliness means that users are very easy to learn and use, and the realization of human-computer interaction is very convenient. This courseware mainly uses hot spots, texts, pictures, videos and so on, which makes it easier for learners to use the courseware and control the learning progress. At the same time, it is very convenient to jump pages according to the content you need to learn, and strive to achieve visual harmony. In traditional teaching, the enjoyment of vision is not easy to express. Multimedia just makes up for this shortcoming. Transferring learning information becomes simple and convenient, which is very important in teaching. We can analyse and think about it from a psychological point of view: studies from both psychological and physiological aspects show that the human eye is more sensitive to color contrast. Color can attract attention, affect people's emotions, and convey specific information to people. Proper color matching will give people a sense of beauty, make people feel refreshed and happy. Therefore, the design of courseware should achieve controllability, operability, intuition, interaction, beautiful interface, neatness, friendliness and clear structure. The following is a brief introduction of the login part of the courseware: Open the courseware, appear "Multimedia Psychological Teaching Management Platform" and the producer's name, random click on the hot area of the interface, you can input learning content, the entire login interface is simple and generous, so that learners can learn in a relaxed and happy mood.

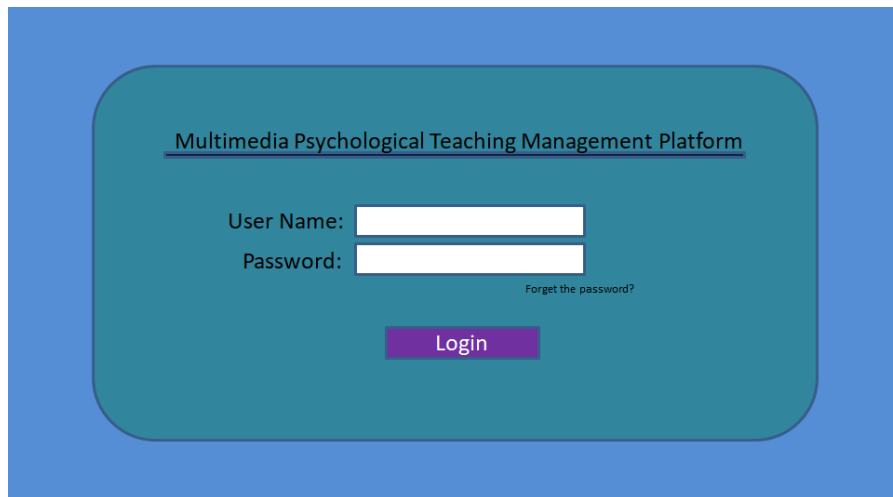


Figure 5: Login interface

Empowerment or weakness of emotions on cognitive activities, that is, the influence of health and positive emotions, can promote the better development of cognitive activities. In order to achieve better results, negative and unhealthy emotions play a role of hindrance and inhibition. In other words, emotion is a double-edged sword, which may play a role in promoting classroom teaching and may hinder its development. The author believes that when using multimedia to create the situation of mental health education in middle schools, it is necessary to strengthen the promotion of self-improvement and enhance the emotional experience of students' adaptability. Emotional experiences that may become obstacles should be weakened. Music is the most commonly used carrier to intensify students' emotional experience. The language of music is subtle and strong. Or joy, or sadness, it conveys emotion. It uses unique melody and rhythm changes to bring a unique atmosphere to the audience. In secondary schools, music mental health education courses can usually be used for less money and more work. At the beginning of the course, "ice breaking", "reflection and sharing" and "summary and promotion" before the end of the course are often accompanied by corresponding music. Generally speaking, "ice-breaking" music is cheerful and enthusiastic, which helps middle school students to reduce excessive self-defense; "Reflection and sharing" music is gentle and quiet, which is conducive to middle school students' in-depth exploration and quiet thinking; "summary and promotion" music is bright and powerful, which is conducive to middle school students to apply the results to life.



Figure 6: Hot area interaction

In this paper, psychological health and spiritual problems of psychological education are added into the design, and corresponding solutions are listed in order to achieve a positive psychological goal of students.



Figure 7: Management interface of psychological education

5. Platform implementation effect testing and analysis

For the multimedia psychology teaching management platform of this paper, seven mental health education experts were invited to evaluate the scientific and educational nature of the courseware in the form of questionnaires. The scientificity is mainly in accordance with the syllabus; the teaching purpose is clear, the focus is prominent, and the difficulties are solved; the teaching content is accurate and the organizational structure is reasonable; it is conducive to independent learning, the development of thinking and creativity; and it evaluates the demonstration of courseware according to the five aspects of modern educational concepts. From Figure 8, we can see that the multimedia psychological teaching management platform has clear teaching purpose, prominent focus and difficult points to be solved; the teaching content is accurate, and the organizational structure is reasonable.

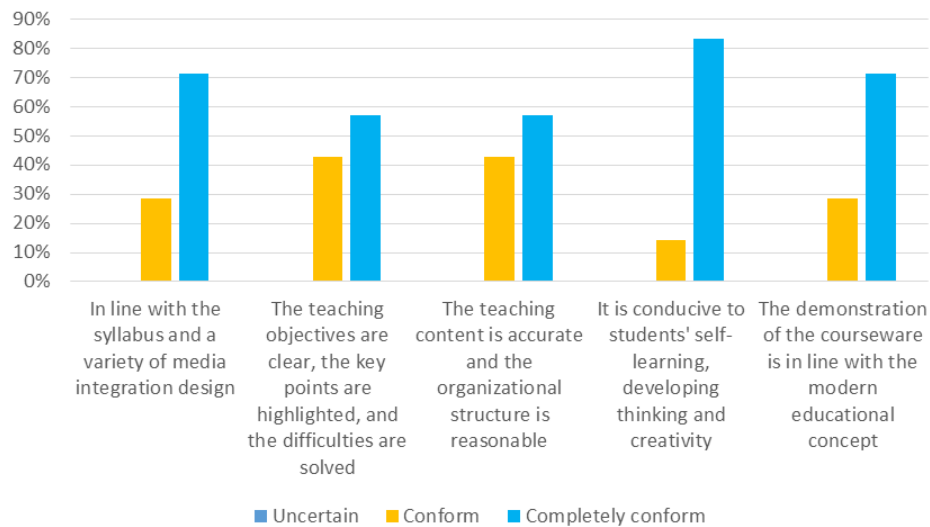


Figure 10: Experts' scientific evaluation of the platform

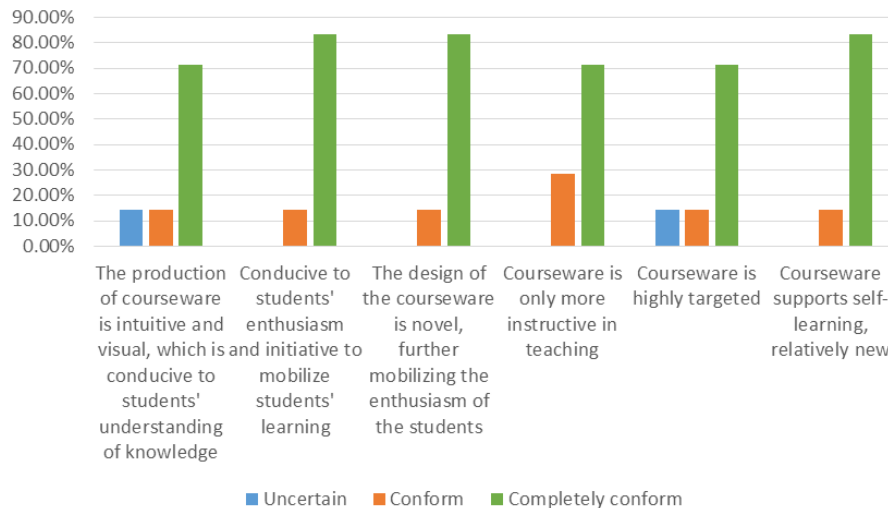


Figure 9: Experts' educational evaluation of multimedia psychological teaching management

6. Conclusion

This paper puts forward "Multimedia Psychological Teaching Management Platform". Introducing Multimedia Teaching Management into Mental Health Teaching is a new way of thinking in the reform of Psychological Teaching and broadens the teaching methods of Psychological Education. Multimedia mental health education management platform conforms to the current trend of psychological education reform, and has received unanimous praise from relevant experts. Multimedia psychological education management platform can provide students with vivid multimedia psychological health learning environment, which complements the shortcomings of conventional teaching. Through the scientific questionnaire survey of courseware, we can find that the design arouses great interest of experts and students, and it is necessary to use it in the future mental health teaching. The development and research of multimedia mental health teaching management platform has a strong practical significance. It not only plays a useful complementary and auxiliary role in general courses, but also can be applied to specialized courses of mental health, and can also provide useful reference for other projects and other teaching activities.

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