

# Research on Photography Teaching in Colleges and Universities under Digital Background

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**ABSTRACT.** *the photography industry is a rapidly developing sunrise industry. At present, the demand for photography talents in the photography industry is increasing year by year. Under the digital background, the traditional teaching problems of photography majors in colleges and universities have become more prominent, and they have been unable to meet the increasing demands of students in photography studies. This paper discusses the problems existing in college photography teaching and the key points of college photography teaching under the digital background in order to further improve the quality of college photography teaching and cultivate more and more excellent photography talents.*

**KEYWORDS:** *Digitalization; College photography; Photography teaching; Photography*

## 1. Introduction

The core of digitization is digital technology. Compared with the far-reaching impact of the creation of words and the invention of typography, the changes caused by the digital revolution are even more dramatic [1]. The development of school education informatization has driven the development and application of digital technology in school education. The application of digital technology in the teaching of photography and video courses can combine course content with digital technology to create a new teaching mode, effectively achieve teaching goals, and promote the improvement of teaching effectiveness [2].

## 2. Problems Existing in College Photography Teaching

Compared with developed countries, the teaching of photography in colleges in China started relatively late, and there are still many problems to be solved in the teaching, such as backward teaching ideas, outdated teaching contents, single teaching methods, and weak teaching ability of teachers, which reduce the quality of photography teaching in colleges.

Teaching ideas are backward. Some photography teachers still have the teaching idea of “teachers talk, students listen”, neglecting students’ dominant position in teaching activities. In addition, many teachers still have the idea of “emphasizing theory and neglecting practice” and “determining ability level by achievement” in teaching.

Teaching content is outdated. Many colleges take photography teaching material as the main teaching content, and emphasize the subject system of photography courses too much. The teaching content is out of touch with the development and trend of the photography industry. In addition, the homogeneity and rigidity of teaching content are prominent and not attractive to students.

The teaching method is single. Many photography teaching methods in colleges and universities are mostly presented by teachers in the classroom. Although this teaching method is convenient for teachers to control the teaching progress, it ignores the student’s subject status in teaching activities and is not conducive to cultivating students’ enthusiasm and initiative.

The teaching photographer’s capacity is weak. At present, there are some problems in the number and quality of photography teachers in Colleges and in China, which can not meet the requirements of photography teachers in Colleges and as a whole. In addition to the above problems, there are some problems in the system, hardware facilities and other aspects of college photography teaching in China.

### **3. Key Points of College Photography Teaching under the Background of Digitalization**

Under the digital background, college educators should enhance the awareness of digital teaching, change the traditional photography teaching mode with digital technology, and improve the efficiency and quality of photography teaching. In terms of operability, colleges and universities can carry out digital teaching of photography from the following aspects.

#### ***3.1 Construction of Digital Photography Teaching Resources***

Digital teaching resources refer to multimedia teaching materials which can be operated in multimedia computer and network environment after digital processing. The common digital teaching resources include digital courseware, digital audio, digital video and digital network teaching resources. Compared with traditional teaching resources, digital teaching resources have three characteristics: first, digitalization of resource processing technology; second, multimedia of resource processing; third, network of resource transmission; fourth, intelligent use of resources; fifth, resources construction is operational. At present, photography teaching in many colleges is mostly based on existing photography teaching materials, lesson plans, and teachers’ teaching experience. These teaching resources are obviously very limited and cannot meet the increasing learning needs of students.

At present, colleges can construct digital photography teaching resources through the following ways: (1) independently develop photography multimedia courseware, audio and video. (2) digitize the existing paper photographic texts and convert them into digital teaching resources. (3) purchase photographic audio and video on the market. (4) collect photographic documents, pictures, audio and video on the Internet. (5) establish cooperative relations with domestic and foreign colleges to jointly develop photography courseware, audio and video. Colleges should strengthen the independent development of digital photography teaching resources and establish a photography teaching platform as soon as possible. In the process of development, colleges should fully consider their own existing photography teaching software and hardware and photography teaching needs, in order to improve the practicality of digital photography teaching resources. In addition, colleges should reasonably design and classify digital photography teaching resources, so as to further improve the pertinence of teaching resources.

### ***3.2 Make Use of Digital Teaching Resources to Carry out Digital Photography Teaching Activities***

Under the digital environment, photography teaching also faces the test of reform. Only through scientific reform and innovation, can photography teaching be more adapted to the specific requirements of the digital environment for photography teaching [3]. On the photography teaching platform established by the school, teachers can carry out digital photography teaching activities according to the following steps.

The first step is to download text, pictures, audio or video from the photography teaching platform, and then use multimedia equipment to show students abstract photography knowledge such as exposure, light and view composition, so as to stimulate students' interest in learning [4]. During this period, teachers can introduce some teaching situations to activate students' thinking and improve their learning initiative.

In the second step, after the teacher brings the students into the teaching situation, they should explain the key points, difficulties and test points of the lesson to the students in accordance with the principle of "short and smart". During the lecture, teachers should encourage students to ask more questions, and then solve their doubts in time to eliminate their learning obstacles.

In the third step, the teacher asks the students to independently select suitable text, pictures, audio, or video on the photography teaching platform, downloads it to their own computer, and then performs autonomous or group learning in accordance with the instructions. During the student learning process, teachers conduct classroom inspections to help students solve problems encountered during the learning process. Autonomous learning can significantly cultivate students' autonomous learning ability, while group learning can significantly cultivate students' teamwork ability. In teaching, teachers can flexibly adjust students' learning methods according to the content of the teaching.

The fourth step is to wait for students to complete a stage of learning tasks. Teachers need to help students comb their knowledge, review the key points, difficulties and test points of photography knowledge, consolidate memory, and check for missing and fill in gaps.

The fifth step is to arrange online homework in the photography teaching platform. Students log on the platform and answer online. Then, the teacher corrects the students' homework. For teachers, correcting online homework is time-saving and labor-saving, which can help them understand students' learning more intuitively and comprehensively. At the same time, online homework can be stored in the platform for a long time, which is convenient for teachers to view and analyze at any time, so as to better grasp the progress of students.

### ***3.3 Improve the Digital Literacy of Photography Teachers***

Teachers are the subjects of teaching and the most important participants in the integration of educational resources. Because teachers have different proficiency in the application of digital technology, the integration speed of digital and professional education resources is also different [5]. In the digital background, the quality of digital teaching of photography is directly determined by the level of digital quality of the photography teachers. Therefore, colleges should regularly organize digital knowledge and skills learning and training activities to improve the digital quality of photography teachers. Colleges should encourage photography teachers to actively apply digital technology in their teaching activities and provide strong support for their digital teaching activities. In addition, colleges should regularly or irregularly assess the digital teaching activities of photography teachers, timely summarize experience and solve problems, and continuously improve their digital literacy in teaching practice.

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4) Scientific Research Project of Hunan Provincial Education Department, Project No.: 17c0411; Project Name: Research on the Construction of Cultural Image of Silver Jewelry Forging of Miao Nationality in West Hunan.

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