

# Teaching Reform of "Flash Courseware Making"

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**Abstract.** In this paper, starting from the teaching actual Flash, the analysis of the Flash on the basis of traditional teaching method, this paper puts forward the Flash new ideas of teaching reform, according to the proposed problem, combined with their own education practice experience, from teaching content, teaching method, teaching staff training, and other aspects, this article puts forward the idea the Flash points of teaching reform.

## 1. Introduction

"Flash courseware" major is computer science and technology professional undergraduate professional direction of the class, it is a practical course, content involves the basic concept of the computer aided teaching and courseware development environment, the development of material production and editing, courseware development method, technology, instance, etc. Through teaching of the course, can effectively improve the students' multimedia courseware design and development capabilities, can skillfully use the software to make multimedia courseware, the courseware making beneficial to popularize the application of information technology in teaching, is advantageous to the deeper level of information technology and curriculum integration.

## 2. The problems existing in the course

This is a practical, practical very strong curriculum, but the status quo is students have great interest, but the total control method, investigate its reason, I think that is the teaching of the flash still exist the following problems:

### 2.1 Backward teaching mode

First of all, most schools, flash teaching mode or to the classroom as the center, relatively rigid classroom teaching knowledge, for the flash of this relatively practical course, the significance is not great. Second, because students from different regions, different regions, different levels of computer operation, resulting in the students will have to repeat the study, over time will lose the spirit of exploration of learning, so there is no interest in learning; no basis for students, and Will not be able to fully grasp the classroom all the knowledge points, so as not to thoroughly study. Over time, students will only learn but will not be flexible to use.

### 2.2 Assessment methods behind

Before teaching process, the examination way is this course, according to the teaching content, create a comprehensive multimedia animation works. This way of assessment is to be able to very good reflect the students' comprehensive application ability, but there are a few students failed to take the things seriously, downloaded from a network to the teacher to deal with. Exams, and the teacher assigned students often take the source material, some students simply imitate the method of making the source file, cause just to test and examination, beginning ability did not play out, that's antithetical to the door of the teaching goal.

## 3. Course Content Reform

In the practice of teaching arrangements, not a general introduction to a variety of multimedia applications, focusing on the most popular multimedia animation and integrated software flash

teaching. The author is responsible for Qujing Normal University in 2016, the school special project "Qujing Normal University students of civilized behavior animation production" (project number: 2016zx001) process, found that the production of animation, with photoshop to get the flash image application, the presence of resolution Rate is not enough, the effect is poor and so on, the current flash software already has a strong graphics capabilities in the entire animation production, all pictures are used to draw the flash, so the author proposed, in the "Multimedia Technology and Applications" Teaching process, only the flash software teaching, but in the teaching process, to strengthen the flash drawing tool is teaching.

#### **4. Reform of teaching materials**

As previously described, the current "Flash courseware" course materials, and some biased in favor of theory, and some bias in practice, and lists a number of multimedia applications software, students will learn what is a little bit, nothing is fine, Resulting in students can not independently complete the creation of a work. This outline with our request is to refute, the outline clearly states: to enable students to eventually design and implementation of a small multimedia animation. Therefore, the teaching model of the course is like this, with teaching materials as the baseline, teachers in the teaching process to add some of their own classic case of finishing.

#### **5. Reform of teaching methods**

##### **5.1 The Reform of the First Class**

Interest is the best teacher, in the first course of teaching, teachers must use some classic cases to attract students, triggering students interest in the course. For example, in the first class, I will tell the students that the course can be used for film, advertising, animation, etc., and for students to demonstrate some of the film titles, classic ads, as well as their own students with the award-winning works and academic Of the graduation thesis works, tell the students that this is a very fun and fun course, but as long as we can do it.

##### **5.2 The Reform of Teaching**

"Flash courseware making" is a very practical course. If the traditional teaching methods are also used to enable students to memorize the theoretical knowledge of the book, or the scripted mode of teaching, then the student's learning interest will gradually decline with the deepening of learning, the first class will ignite the flame will Will slowly extinguish. I believe that "multimedia technology and application" courses to develop students ability-oriented, case-based teaching method for the basic teaching method, to be able to keep students interested in learning and improve students' practical ability. Throughout the teaching process, through the case teaching method, students master the basic knowledge and ability to innovate, so that students will use basic knowledge to solve problems, to apply their creativity in works.

##### **5.3 The Reform of Examination**

The Flash courseware teaching, final inspection way for each student to submit a works, peacetime grades (40%), accounted for 60% of your final grade. Reform mode for this semester: in the form of group, 1-3 students as a group, the final submit a comprehensive multimedia courseware, animation works must contain the five basic learning animation, components and buttons, multimedia animation elements such as sound image. At the end of the semester two site submitted to class and to participate in the defense, plea in this paper, the main technical indicators and team members are responsible for part of the classroom teachers and works according to the defense situation to determine the final grade. Final grade or 40% at ordinary times, the composition of the final 60%.

## 6. Summary

The Flash courseware teaching reform is a long and complicated process, must be to drive the students interest in learning, training hours beginning ability, improve students creative ability as the guidance, as the basic method of teaching, case teaching is to task drive mode as the main teaching mode, cultivate students to apply knowledge and Flash technology to solve the actual problem ability. It is a long-term work, only by constantly to find problems and fix problems, continuously explore and research, to maintain the sustainable development of the course, cultivate more outstanding, more in line with social needs of students.

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