

Reform Thinking of Photography Course Teaching in the New Media Era

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Abstract. The new media era has a far-reaching impact on the photography field, which will inevitably impact on photography technology, industry and teaching. This paper combines the practice of photography teaching in colleges and universities, and puts forward thinking for the teaching reform of photography courses in colleges and universities. In order to adapt to the photography teaching requirements in the new media era, the exploration method of teaching contents and teaching modes reform that adapt to the new media era are proposed.

1. Introduction

With the development of the new media era, digitalization has penetrated into all aspects of our life, and it will inevitably bring an unprecedented revolution to photography technology. Today's era is called as the post-image era, in totem era, word era and image era, post image era develop with digitalization, which has had a far-reaching impact on the whole communication pattern and system. The way of photography, reading and the release have changed greatly. Photography is no longer exclusive to professionals; the general public can quickly release photos to the Internet, especially with the in-depth use of micro-blog, WeChat and QQ space, everyone can take and spread photos.



Fig. 1 People live dependent on mobile phones

2. Existing Problems of Photography Teaching in Colleges and Universities

Photography teaching in colleges and universities needs great changes in this new media era, the author summarizes some contradictions between the spreading characteristics of photograph and the traditional college photography teaching in the new media era from the course practice.

The textbooks are backward: even a lot of textbooks still introduce the traditional film photography with a large amount of space. In fact, there are few traditional film cameras at present, and the printing ways have been greatly changed than the traditional ones. There are many structure

theories on camera equipment in the traditional textbooks. In non-art college students, photography is often taken as an elective course. Under the circumstances, most of the students in class may not have a professional camera. The mainstream trend is that mobile phones replace digital cameras, although professional SLR cameras have been popularized with the improvement of people's living standard, there is few amount among the students.

The teaching ways are traditional: the professionalism of photography decreases, which also reduces its technological threshold in the new media era. The photography emphasizes the content of the work itself in the new times. How to quickly improve and summarize the content of photography is what traditional photography teaching lack.

The teaching equipment is backward: author belongs to Wuhan Polytechnic University, as an example, the department does not equip professional SLR camera with the teachers. For the photography industry, the industry's threshold is equipment to a great extent, and cameras without professional cameras, many professional performances can't be demonstrated to students.



Fig. 2 Mainstream social software

3. Reform Thinking of the Photography Teaching Content in the New Media Era:

Combining with the above existing contradiction problems of college photography teaching and the characteristic of image-reading era, the author puts forward the following thinking on the reform of teaching content.

The related contents of traditional film camera are greatly reduced, and the introductions of complex structure of the professional SLR are moderately reduced. The teaching contents of mobile phone photography are increased. And increase the contents of the digital post-processing; there is a suitable match for knowledge content of the professional photography and the mobile phone's fast processing image. The mobile phone photography has been chosen by many people in the current society, there are some specific explanations for the limitations and irreplaceability of mobile phone photography in the course, and help students improve the level of mobile phone photography. In addition, only teaching post processing of digital pictures with the times can meet the ever-changing development requirements of the new media era.

Weaken technology emphasize art. It is not necessary to overemphasize the photography technology under the condition that non-art college students generally have no professional cameras. The ultimate goal of setting up photography courses is to cultivate students' artistic sentiment, the purpose of the course is not to train every student as a photographer, to appreciate and conceive images will enable students to benefit for life. Increasing the appreciation and review of the high level works can help improvement of the aesthetic and aesthetic ideas of the students.

Increase the digital image productions and digital photography of art appreciation content emerge, which makes photography more popularized, technology more convenient and video transmission easier, and it is a knowledge that students must master. We have increased the digital photography technology, digital storage processing technology, digital image input and output technology, digital image online transmission technology and so on in this part contents. The cultivation of art appreciation ability focuses on the teaching process of each chapter, selecting excellent works and analyzing their aesthetic meaning with content, so as to enhance artistic influence and cultivate students' art appreciation ability.

Increase the digital post technology course for mobile phones and computers. In the face of popularization times of digital photography, due to convenience of mobile photography, in addition,

the mobile phone manufacturers' increase investment in improving the hardware level of the mobile phone. Mobile photography has a very large proportion in images in the new media era. So the quick later technology for mobile photography is very practical for the future life and work of the students. For the architecture major of the author, there will be a certain number of students carrying out image processing very frequently in the future, so professional computer digital later course is also necessary.

4. Reform Thinking of Photography Teaching Methods in the New Media Era

The objective that teaching method reform the photography course is to fully mobilize students' learning enthusiasm under the premise, make students understand and learn to use photography theory and skills, stimulate their creative inspiration, train their views on creating photo, and put forward their own views on photography technology language, photography expression means and so on.

Create a digital network platform, make full use of characteristics of platform to teach and correct, and encourage students to submit work and discuss on the platform. The teacher's proper direction and the exchange of students can greatly improve the students' interest in learning. The appreciation and comments of each other can well broaden the students' ideas. In addition, the network platform can help teachers to quickly publish the collected network teaching materials in a way that students can easily accept. Students appreciate a lot of high-level photography works in the photography teaching, which are very important promotion for the improvement of students' aesthetic and composition technology level.

Increase photo comments, personal LOGO design, text composition is closely related to photography, and students will have higher probability to use the technology practice in the future life and work, because of usefulness of these exercises, it will be very well promote students' learning enthusiasm. The relevant course contents on photography are designed for the needs of students' future job, life and learning, so as to better adapt to the demand of photography learning for non-art college students.

Change the traditional class teaching methods based on teachers' teaching and supplemented by teaching methods in the new media era. For example, the classroom exercises will be released on the class sharing group at the first time in the way of QQ and WeChat official accounts, the teacher will review and know the changes at the first time. This teaching method is tested by practice, the interaction effect is good, and the students' feedback is positive. A high level of photography content videos is properly played in class and adjusts the classroom rhythm; avoid long and boring lectures on pure theory, catch the students' attention, otherwise it is difficult to catch the students' attention

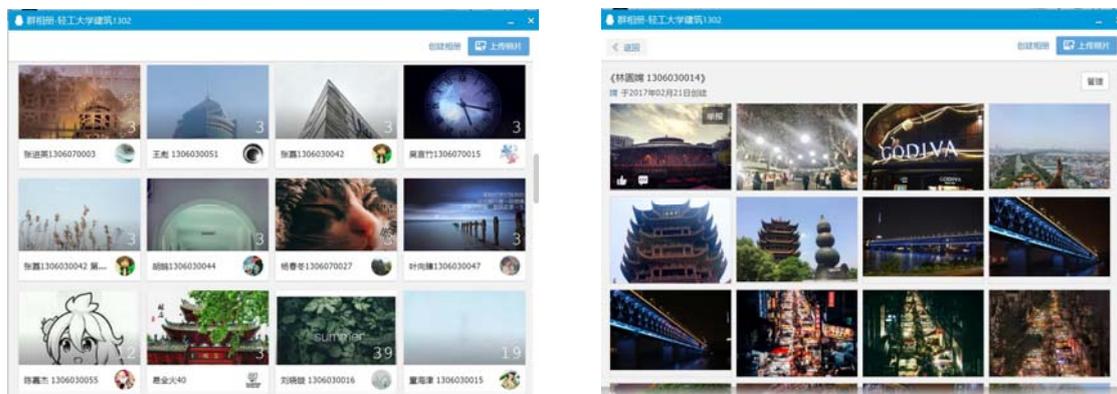




Fig. 3 Student's QQ albums

4.1 Start Various Teaching Activities

The various photography activities of students' life are integrated, such as the very popular "selfie" activity, taking "selfie" as the theme photography, and increase students' interest and participation.

Organize the shooting of group form, arrange the theme, let the students assign the division and cooperation of post-production, the model, the photographer, causes the student to think and discuss.

Movies and TV dramas shot, the process of learning knowledge is integrated into the daily entertainment and life. This subtle cultivation of aesthetic art will benefit the students for a long time.

Making full use of the online communication platform, the teachers timely and fully communicate with students, and encourage students to communicate with each other. Students comment on each other's homework, and release the extra-curricular extension learning material.

Photography course learning can show interaction and liveliness, students can understand more expression technique of photography art, under this kind of free teaching environment, the students' imagination and creativity can be fulfilled, students improve the photography and creation level in silent transforming influence.

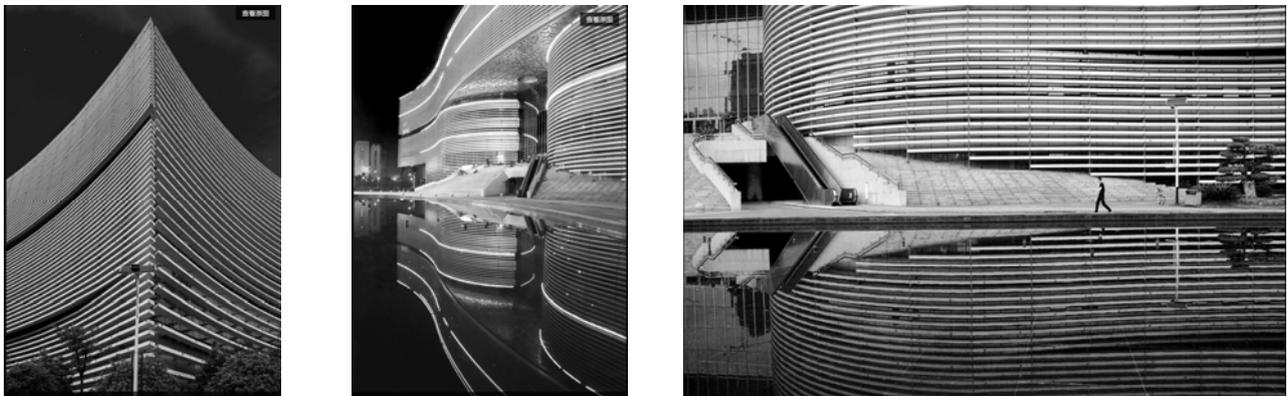


Fig. 4 Student's photography works

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