

Research on the Present Situation and Countermeasures of Photography Teaching in China University

Chengqi Tang

Graduate University of Mongolia, Ulaanbaatar, 11000, Mongolia

Abstract: With the popularization and development of photography, photography education plays a more and more important role in China university education. This paper aims to analyze the current situation of photography teaching in China University, and put forward corresponding countermeasures to improve the quality and level of photography teaching. First of all, through the analysis of the curriculum, teaching facilities, teaching methods and teaching staff of photography teaching in China University, the existing problems are found. Subsequently, in view of these problems, some countermeasures are put forward, such as optimizing the curriculum and content, strengthening the construction of teaching facilities and equipment, updating teaching methods and means, and improving the quality of teaching staff. Finally, the feasibility of these countermeasures is analyzed, including the guarantee of teaching resources, the training of teachers and the promotion of teaching reform. The purpose of this study is to provide feasible improvement schemes and suggestions for photography teaching in China University.

Keywords: Photography teaching; University education; Analysis of current situation; Countermeasure research; Quality of teaching.

1. Introduction

Photography teaching in China University has developed rapidly in recent years, attracting more and more students' attention and favor. With the increasing social demand for photography professionals, photography teaching has gradually become one of the subjects of great concern in higher education. However, there are many problems in the current photography teaching in China University, such as the curriculum and content are not close to practice, the teaching facilities and equipment are insufficient, the teaching methods and means are relatively backward, and the quality of teaching staff needs to be improved urgently. These problems directly affect the quality of photography teaching and students' learning effect, and also restrict the further development of photography teaching. Therefore, it is necessary to make an in-depth analysis of the current situation of photography teaching in China University, explore the existing problems, and put forward effective solutions, so as to promote the improvement of photography teaching quality and meet the social demand for photography professionals [1].

The purpose of this study is to find out the problems existing in photography teaching through in-depth investigation and analysis of the present situation of photography teaching in China University, and put forward practical countermeasures to solve these problems, so as to provide useful reference for improving the quality of photography teaching and cultivating high-quality photography professionals. The significance of this study lies in providing theoretical and practical guidance for the reform of photography teaching, providing useful reference for the research and practice of related disciplines, and also helping to meet the social demand for photography professionals and promote the healthy development of photography education [1].

2. Analysis of the Current Situation of Photography Teaching in China University.

2.1. Photography teaching curriculum and content

There are some problems in the curriculum and content of photography teaching in China University at this stage. First of all, photography courses in some universities are traditional, lacking foresight and practicality for the current development trend of photography industry, and unable to meet students' comprehensive needs for photography technology and art. Secondly, some courses focus on the instillation of theoretical knowledge and lack of practical operation, which leads to students' lack of experience accumulation and skill improvement in actual shooting. In addition, the curriculum of some schools is relatively rigid, which fails to keep up with the development and changes of the photography industry in time, and it is impossible to cultivate photographers who meet the market demand [2].

In view of these problems, it is necessary to optimize the curriculum and content of photography teaching. First of all, more practical courses can be added, such as shooting truthfully and post-production, so as to improve students' practical operation ability. Secondly, the content of the course can be closer to the current development trend of the photography industry, introducing new photography techniques and artistic concepts, so that students can keep up with the forefront of the industry. In addition, we can also strengthen the docking with the actual industry, invite people in the industry or photographers to participate in the course teaching, and provide students with richer learning resources and practical opportunities [3].

By optimizing the curriculum and content, we can better cultivate talents to meet the needs of the development of photography industry, enhance students' employment

competitiveness and creative level, and inject new vitality into the development of photography education in China.

2.2. Teaching facilities and equipment

The teaching facilities and equipment of photography teaching in China University are the important foundation to support the teaching. However, there are some problems in the teaching facilities and equipment of photography teaching in many universities. First of all, the photographic laboratories and darkroom facilities in some schools are seriously aging and cannot meet the practical needs of students. Secondly, the photographic equipment of some colleges and universities is not updated in time, and there is a lack of advanced photographic equipment and post-processing equipment, which leads to students not being able to get in touch with the latest photographic technology and tools. In addition, some schools lack professional lighting equipment and scenery props in photography teaching, which limits students' imagination and practical ability in creation [4].

In view of these problems, university photography teaching needs to increase the investment and update of teaching facilities and equipment. Schools can improve students' practical operation ability by introducing advanced photographic equipment, updating photographic laboratories and darkroom facilities. In addition, schools can also strengthen cooperation with enterprises in the photography industry, make full use of social resources, acquire the latest photographic equipment and post-processing equipment, and provide better learning conditions for students. At the same time, the school should also strengthen the investment in lighting equipment and scenery props, build more colorful shooting scenes, and stimulate students' creative passion and imagination [5].

To sum up, the shortage and aging of teaching facilities and equipment have become an important factor restricting the development of photography teaching in universities. Schools should increase investment, update equipment, improve teaching conditions, and provide students with better learning environment and practical opportunities [6].

2.3. Teaching methods and means

In the photography teaching of China University, teaching methods and means are very important. At present, the traditional lecture teaching still dominates, which limits students' creativity and practical ability to some extent. Therefore, it is necessary to introduce more practical teaching methods, such as on-the-spot investigation, practical operation and case analysis, in order to cultivate students' actual shooting ability and creative ability. At the same time, with the development of digital technology, teaching methods should be more diversified, such as introducing virtual reality technology and online teaching platform, in order to improve teaching effect and attract students' interest [7].

In addition, it is worth paying attention to the renewal and innovation of teaching methods. Traditional teaching methods can't fully meet the development needs of the current photography industry, so it is necessary to constantly update teaching contents and methods and introduce new theories and technologies, so that students can keep up with the trend of the times and master the latest photography technology and theoretical knowledge. At the same time, teachers also need to constantly improve their teaching level, strengthen guidance and guidance for students, and stimulate students'

enthusiasm for learning and creative passion.

To sum up, in view of the problems of teaching methods and means, we need to innovate and improve teaching methods from the aspects of teaching content, teaching means and the construction of teachers, so as to enhance students' practical ability and creative level. These reform measures will help to cultivate more outstanding photographers and promote the development of photography education in China.

2.4. Teaching staff and quality

The teaching staff and quality of photography teaching in China University are important factors that affect the teaching quality. At present, there are some problems in the teaching staff of photography major in some universities. First of all, some teachers lack practical experience and can't combine theoretical knowledge with practical application, which leads to the teaching content being divorced from reality and difficult to meet students' learning needs. Secondly, some teachers' teaching ideas and methods are relatively old, which makes it difficult to adapt to the current development trend of photography industry and can not effectively guide students to master the latest photography technology and creative ideas. Moreover, some teachers lack practical experience in photography art creation, and it is difficult to stimulate students' creative passion and inspiration in teaching [8].

In view of the above problems, a series of measures can be taken to strengthen the construction and quality improvement of teaching staff. First of all, universities should strengthen the pre-job training for teachers, improve their practical experience and professional quality, so that they can better combine theoretical knowledge with practical application. Secondly, the school can encourage teachers to participate in photography creation and practical activities, and constantly improve their photography artistic level and creative ability, so as to better guide students. In addition, establish a regular teaching observation and exchange mechanism to encourage teachers to learn from each other and share teaching experience and teaching methods, as well as the latest trends and trends in the industry.

To sum up, improving the quality of teaching staff in university photography teaching requires all-round reform measures, including strengthening the cultivation of teachers' practical ability, improving teachers' photographic art creation level, and building a teaching exchange platform, so as to provide students with better photography teaching [9].

3. Analysis of Existing Problems

3.1. Curriculum and content are not close to practice.

In the photography teaching of China University, there is a problem that the curriculum and content are not close to practice. At present, the curriculum of photography teaching in some schools is more theoretical, and the content mainly focuses on the basic knowledge, technology and history of photography, lacking the content that is practical and close to the development of the industry. This leads to students' lack of enough practical operation opportunities in the learning process, and it is difficult to effectively transform theoretical knowledge into actual shooting ability. In addition, with the continuous reform and development of the photography industry, the traditional curriculum content can not fully meet the current needs, and the emerging photography forms and technologies have not been fully integrated into the teaching

content. This makes students face great practical work challenges after graduation, and it is difficult to quickly adapt to the needs of industry development [10].

In order to solve the problem that the curriculum and content are not close to practice, it is necessary to pay more attention to practicality in the design of teaching syllabus, increase the setting of photography practice courses, and strengthen the guidance and counseling for students' actual shooting operation. At the same time, we should combine the development trend of today's photography industry, update the teaching content, and bring emerging photography forms, technologies and applications into the teaching scope, so that students can be exposed to more extensive and practical knowledge. In addition, strengthen cooperation with the photography industry, invite professionals in the industry to participate in teaching, and organize students to participate in practical project practice, so as to improve students' practical operation ability and industry adaptability.

To sum up, optimizing the curriculum and content to make it closer to practice is an urgent problem to be solved in the current photography teaching in China University. Only by adjusting the curriculum and content and strengthening practical teaching can we better cultivate photography professionals who meet the needs of the industry [11].

3.2. Insufficient teaching facilities and equipment

In the photography teaching of China University, the shortage of teaching facilities and equipment is a common problem. First of all, many university photography teaching practice courses require students to use professional photographic equipment, such as SLR cameras, lighting equipment, post-processing equipment, etc. However, these equipment are expensive, and university photography majors often lack sufficient funds to purchase and update these equipment, which leads to students' inability to fully contact and master the use of professional equipment in practice and affects their professional skills training. Secondly, photography teaching needs specialized laboratories and studios for shooting and post-production. However, the facilities of photography laboratories and studios in many schools are backward, unable to meet the teaching needs, and even have security risks, which brings certain difficulties and obstacles to students' study and practice [12].

In view of this problem, schools can solve it through various channels. First of all, we can strengthen cooperation with enterprises and industries, strive for more sponsorship and funding, and introduce advanced photographic equipment and technology to meet the needs of teaching. Secondly, we can integrate resources inside and outside the school, share equipment and facilities, and improve the efficiency of resource utilization. In addition, the school can also offer relevant practical courses to guide students to make use of existing resources for innovative practice, so as to achieve better teaching results. At the same time, government departments can also increase investment in the construction of photography teaching facilities in colleges and universities to improve the overall level of teaching facilities [13].

In short, solving the problem of insufficient teaching facilities and equipment requires the joint efforts of schools, industries and the government. Through multi-party cooperation and resource integration, the facilities and equipment of photography teaching are gradually improved and improved to provide students with a better learning

environment and conditions [14].

3.3. Teaching methods and means are relatively backward.

In the photography teaching of China University, it is a common problem that the teaching methods and means are relatively backward. Traditional teaching methods mainly focus on classroom teaching and practical operation, lacking diversified teaching methods and innovative teaching methods. First of all, some teachers still adopt the traditional teaching mode, lacking interaction and students' participation, which leads to students' low interest in learning and poor teaching effect. Secondly, the lack of modern teaching methods, such as virtual simulation experiment and multimedia teaching, can not effectively stimulate students' learning enthusiasm and creativity. In addition, the teaching methods of emerging technologies such as photography post-production are also lagging behind, which cannot meet the needs of students for practical application skills [15].

In view of this problem, we should promote the innovation and reform of teaching methods and means. First of all, teachers need to update their teaching concepts, pay attention to students' dominant position, guide students to learn independently, and encourage students to participate in discussions and interactions. Secondly, schools should increase investment in teaching equipment and technology, provide advanced photographic equipment and post-production software, and build a virtual simulation experiment platform to enrich teaching methods and improve teaching effect. In addition, we can strengthen cooperation with the industry, invite photographers and industry experts to give lectures and practical guidance, introduce practical cases, and improve the practicality and pertinence of teaching.

In short, the lag of photography teaching methods and means is an important problem facing photography teaching at present, which requires the joint efforts of schools and teachers to promote the innovation and reform of teaching methods and means to meet the needs of the development of the times and improve the quality and level of photography teaching [16].

3.4. Teaching staff and quality need to be improved.

The teaching staff and quality of photography teaching in China University are in urgent need of improvement. First of all, some photography teachers lack practical experience and industry background, which leads to the teaching content divorced from practical application and unable to meet students' learning needs. Secondly, some teachers lack the understanding of new technologies and trends, and can't impart the latest photography concepts and technologies to students. Moreover, teachers' teaching methods and means are relatively old, lacking innovation and diversification, and can not stimulate students' interest in learning and creative enthusiasm. In addition, some teachers lack the theoretical knowledge and teaching ability of education and teaching, and it is difficult to effectively guide students, resulting in poor teaching results [17].

In view of these problems, it is necessary to put forward a series of countermeasures. First of all, strengthen the training and further study of photography teachers, improve their practical ability and professional quality, so that they can better integrate practical experience into teaching. Secondly, establish a sound teacher training system and constantly

update teachers' knowledge and skills to keep up with the development of the photography industry. In addition, teachers are encouraged to participate in industry practice and project cooperation to enhance their practical ability and professionalism. Finally, strengthen the training of teachers' theoretical knowledge of education and teaching, improve their teaching level and teaching methods, and stimulate students' interest in learning and creative enthusiasm.

Through the implementation of these countermeasures, we can effectively improve the quality of photography teachers, promote the quality of photography teaching, and provide students with better photography education [18].

4. Countermeasure Research

4.1. Optimize the curriculum and content

The curriculum and content of photography teaching in China University should be closer to the actual photography practice, aiming at cultivating students' practical operation ability and creative level. First of all, the curriculum should focus on the comprehensiveness and practicality of photography technology, including the basic principles of light and shadow, composition conception, post-production, etc., and should be combined with the current needs of the photography industry to introduce emerging photography technologies and trends, such as drone photography and virtual reality photography, so that students can get in touch with the latest development trends of photography. Secondly, the course content should emphasize practical operation, and cultivate students' practical operation ability and improve their photography skills through field shooting and laboratory practice. At the same time, pay attention to the cultivation of creative ability, guide students to plan and implement thematic photography projects, and cultivate their unique views and aesthetic ability on image expression. In addition, interdisciplinary contents, such as art, design and media, can be added to broaden students' horizons and improve their comprehensive creative ability. Finally, the updating of curriculum and content should be a dynamic process, and it is necessary to keep close contact with the photography industry, adjust the curriculum content in time to meet the market demand, and ensure that students have practical photography skills and creative ability after graduation and can adapt to the development of the photography industry [19].

4.2. Strengthen the construction of teaching facilities and equipment.

Strengthening the construction of teaching facilities and equipment is a key measure to improve the quality of photography teaching in China University. At present, photography teaching facilities in many universities are relatively backward, and the equipment in professional places such as photography laboratory and post-production room is outdated, which can not meet the practical needs of students. Therefore, it is very important to strengthen the construction of teaching facilities and equipment.

First of all, schools should increase investment in photography teaching facilities and equipment, update equipment and improve the hardware level of facilities. Photography teaching needs advanced cameras, lighting and post-production equipment to meet the development needs of today's photography industry. Secondly, schools can cooperate with enterprises, introduce the latest photographic equipment and technology, build a practice platform, and

promote students' learning and practice in real scenes. In addition, strengthen the management and maintenance of teaching facilities, ensure the long-term stable operation of equipment, extend the service life of equipment and ensure the teaching quality [20].

At the same time, the school should also pay attention to the construction of teaching staff, and train teachers with the latest photographic technology knowledge and practical experience so that they can make full use of advanced equipment for teaching. In addition, strengthen the cultivation of students' practical ability, so that students can skillfully use all kinds of equipment for actual shooting and post-production, and improve their actual combat ability.

In a word, strengthening the construction of teaching facilities and equipment is an important measure to improve the quality of photography teaching in China University, which requires the cooperation of schools, governments and enterprises, increasing investment, constantly improving facilities and equipment, providing students with a better learning environment and promoting the improvement of photography teaching level.

4.3. Update teaching methods and means

In the photography teaching of China University, updating the teaching methods and means is a key link to improve the teaching quality. At present, the traditional classroom teaching and practical training still occupy the dominant position, but with the development of science and technology and the change of social demand, this teaching mode has been somewhat lagging behind. Therefore, it is imperative to update teaching methods and means.

First of all, it is an effective way to introduce multimedia technology and Internet resources. Through multimedia teaching, we can integrate real cases such as pictures and videos into the classroom, deepen students' understanding of photography theory and stimulate students' interest in learning. At the same time, the use of Internet resources can make students access to a wider range of photographic works and information, broaden their horizons and stimulate creative inspiration.

Secondly, pay attention to practical teaching. Photography is a highly practical subject. Therefore, when updating teaching methods and means, we should pay more attention to the cultivation of students' practical operation ability. By organizing field shooting and laboratory training, students can consolidate their knowledge in practice and cultivate their ability to think and solve problems independently.

In addition, the introduction of international teaching concepts is also an important part of updating teaching methods and means. As an art with worldwide influence, photography requires students to have an international vision and way of thinking. Therefore, the introduction of international teaching concepts, strengthen international exchanges and cooperation, and provide students with a broader development space.

To sum up, updating teaching methods and means is the key to improve the quality of photography teaching in China University. By introducing multimedia technology and internet resources, paying attention to practical teaching and introducing international teaching concepts, students' interest in learning can be effectively stimulated, their practical operation ability can be improved, and their international vision and thinking mode can be cultivated, thus promoting the development of photography teaching in a healthier and

more mature direction.

4.4. Improve the quality of teaching staff

In the photography teaching of China University, the improvement of the quality of teaching staff is an important issue related to the teaching quality and the development of students. At present, some photography teaching staff have shortcomings in professional knowledge and practical experience, which can not meet the needs of photography teaching. Therefore, improving the quality of teaching staff is a key link in the reform of photography teaching.

First of all, teachers' professional quality and practical ability need to be strengthened. Schools should improve teachers' professional knowledge and practical skills in photography through training and academic exchanges, so that they can keep up with the development trend of photography industry and provide students with the latest professional knowledge and skills.

Secondly, strengthen the cultivation of teachers' teaching ability. Schools can organize teachers to participate in the training of teaching theories and methods, improve their teaching design ability, teaching organization ability and teaching implementation ability, so that they can better guide students, stimulate students' interest in learning and improve teaching effect.

In addition, the establishment and improvement of teacher incentive mechanism is also an important means to improve the quality of teaching staff. By evaluating and selecting the best, promoting the post and encouraging the bonus, teachers' teaching enthusiasm and innovative consciousness are stimulated, and their teaching quality and level are improved.

Finally, strengthen the structural optimization of teachers and introduce high-level teachers. Schools can introduce high-level photography professionals, optimize the structure of teachers, improve the overall teaching level and provide students with better teaching resources.

In a word, improving the quality of teaching staff requires the joint efforts of schools and teachers themselves, and through various ways and measures, teachers' professionalism, teaching ability and teaching level are constantly improved, laying a solid foundation for improving the quality of photography teaching.

5. Feasibility Analysis of Countermeasures Implementation

5.1. Guarantee of teaching resources

The guarantee of teaching resources is the key to improve the quality of photography teaching in China University. First of all, schools need to increase investment in photography teaching, including strengthening the construction of photography teaching facilities and updating photography equipment. This requires school leaders to attach great importance to it and increase capital investment to ensure the construction of photography teaching rooms, laboratories and other places and the upgrading of equipment. Secondly, it is necessary to establish and improve the management system of photography teaching resources, ensure the rational use and maintenance of photography equipment, and improve the utilization rate and service life of equipment. At the same time, it is necessary to expand the resources of photography teaching, including establishing a database of photography teaching, collecting and sorting out books, periodicals and video materials related to photography teaching, and

providing more abundant learning resources for students. In addition, it is necessary to strengthen the management and protection of teaching resources, establish a sound photography teaching resource management team, strengthen the safety protection and supervision of photography teaching resources, and prevent resources from being wasted and damaged. Finally, schools can obtain more photography teaching resources and improve the quality and level of teaching by cooperating with enterprises and developing Industry-University-Research cooperation. Through the above measures, we can effectively ensure the sufficiency and stability of photography teaching resources and lay a solid foundation for improving the quality of photography teaching in universities.

5.2. Training of teaching staff

In the photography teaching of China University, the training of teachers is particularly important. At present, the overall level of photography teaching teachers is uneven, and some teachers lack the latest photography technology and theoretical knowledge, which can not meet the needs of students for photography art and practice. Therefore, we need to take a series of measures to strengthen the training of teachers:

First of all, universities should strengthen the training and academic exchanges for photography teachers and encourage them to participate in various photography art exhibitions, academic seminars and practical activities, so as to enhance their professional level and teaching ability.

Secondly, universities can invite senior photographic artists or professional photographers as visiting professors, offer professional courses or lectures, share their photographic art ideas and practical experience, and inject new ideas and vitality into the teaching staff.

In addition, universities can also establish a sound teacher assessment mechanism to encourage photography teachers to actively participate in teaching reform and academic research through appraisal, reward and promotion, so as to improve their teaching quality and academic level.

Finally, universities can strengthen cooperation with the photography industry and invite professionals in the industry to give lectures or give on-the-spot guidance to help teachers understand the latest development of the industry, so as to better guide students to practice teaching.

Through the above measures, we can gradually improve the overall quality of university photography teaching staff, provide better photography education services for students and promote the continuous improvement of photography teaching quality.

5.3. Teaching reform.

Teaching reform has always been an important topic of photography teaching in China University. In order to promote the teaching reform, it is necessary to establish a scientific teaching evaluation system to realize the accurate evaluation of teaching effect. At the same time, strengthening the training and construction of teachers is also the key. Teachers are required to have not only solid theoretical knowledge of photography, but also rich practical experience, which can guide students to cultivate innovative thinking and practical ability. In addition, it is necessary to strengthen school-enterprise cooperation to promote the docking between students and the actual industry, so that students can continuously improve their photography skills and

comprehensive quality in practice. In addition, it is necessary to actively learn from foreign advanced photography teaching concepts and models, and constantly innovate and reform the teaching model. Finally, strengthen the guidance and encouragement to students, encourage them to explore and innovate constantly in photography practice, and cultivate their creativity and practical ability. Through the promotion of the above teaching reform measures, the quality of photography teaching in China University can be effectively improved, so that students can comprehensively improve their photography skills and comprehensive quality during their school days and better adapt to the future social needs.

6. Conclusion

On the basis of the research on the present situation and countermeasures of photography teaching in China University, we can see that there are some problems and challenges in photography teaching in terms of curriculum, teaching facilities, teaching methods and teaching staff. In view of these problems, we put forward a series of countermeasures, including optimizing the curriculum and content, strengthening the construction of teaching facilities and equipment, updating teaching methods and means, and improving the quality of teaching staff. Through the feasibility analysis of these countermeasures, we think that these countermeasures are feasible and can improve the present situation of photography teaching in China University to some extent.

However, the implementation of these countermeasures requires the joint efforts of all parties. The education department needs to increase its support for photography teaching and increase the investment in teaching facilities and equipment; Schools need to strengthen the training of teachers and introduce excellent photography teaching talents; Teachers need to constantly improve their teaching level and professional quality, and actively innovate teaching methods and means. Only in this way can we really improve the quality of photography teaching in China University, cultivate more outstanding photographers and inject new vitality into the development of photography in China.

In the future photography teaching, we need to pay more attention to the social demand for photographers and the development trend of the industry, and constantly adjust and improve the teaching content and methods to better meet the needs of society. At the same time, it is necessary to strengthen cooperation with the industry, improve students' practical ability and innovation ability, and train more outstanding photographers to adapt to the development of the times and the needs of the industry. I believe that with the joint efforts of all parties, photography teaching in China University will surely usher in new development and make greater contributions to the prosperity of photography in China.

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