

Application of WeChat and Weibo in Photography Teaching in Colleges

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Abstract: Western art teaching methods have been introduced into China for nearly a century. Nowadays, with the advancement of social science and technology and the rapid development of economy and culture, the transformation of this teaching mode has failed to meet the needs of the development of contemporary art education. As the main online media at this stage, WeChat and Weibo have had a huge impact on people's living and working methods, and changed the way people communicate. The focus of this study is to rationally allocate teaching resources on the basis of grasping the relevant photography teaching content, and to achieve the purpose of auxiliary teaching with the advantages of WeChat and Weibo. By investigating and analyzing the practical cases of applying multimedia technology to teaching courses, the author redefined the design content of WeChat and Weibo, which played a positive role in optimizing the photography teaching in colleges.

Introduction

With the continuous development of new media, especially social network media, in order to cope with the changing trend of the times, people's enthusiasm for photography has become increasingly high. The art of photography has become a very important and very popular art category. With the continuous pursuit of visual arts, the teaching of photography modules has become more and more important in art courses. Photography teaching can train students' practical ability, inquiry ability, creative ability, artistic aesthetic ability and other aspects. With the continuous development of science and technology, the influence of online media based on WeChat and Weibo on the teaching of fine art photography is also increasing.

Application of WeChat and Weibo in Photography Teaching of Art Design Major in Colleges and Universities

(1) Application target

The opening of photography teaching in colleges and universities has a profound impact on students' artistic literacy and creativity, and it is of great significance to improve students' cultural quality and visual literacy^[1]. The goals of applied research such as WeChat and Weibo include learning goals and psychological goals:

Learning Objectives: To achieve the role of assisting high-line photography teaching through the design of micro-content on WeChat and Weibo, so as to overcome the teaching difficulties and difficulties.

Psychological goal: Through the use of WeChat and Weibo, publishing texts, pictures, and video messages of photography courses, so that students can feel the charm of photography teaching from different perspectives, stimulate students' positive interest, and cultivate students' micro-learning awareness. A good WeChat Weibo design can make Xuehua produce a positive learning experience and create a micro-learning atmosphere. After learning through WeChat and Weibo, Xuehua can subconsciously use WeChat and Weibo to realize course learning and communication, and cultivate active and autonomous learning habits. Positive learning experience and micro-learning atmosphere are important factors to achieve the teaching effect. The quality of the teaching effect is related to the customization of the teaching goals. The teaching goals can also affect the learning experience

and learning atmosphere of the students. These three interact with each other(see picture 1).

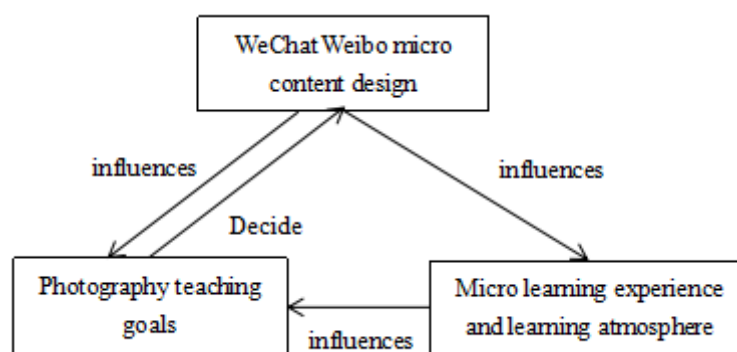


Figure 1 Interaction diagram of teaching objectives, content design, and learning atmosphere

(2) Choice of WeChat and Weibo content

The purpose of designing micro-content is to help students understand the knowledge points that are not easy to master in the classroom, and deepen the impression of the most difficult points of photography teaching. The author divides micro-content into three categories^[2]: First, related photography teaching knowledge, that is, the WeChat Weibo content related to photography teaching of art design majors in universities is the main body of information release. According to the actual teaching situation, we check for omissions and fill gaps. The in-depth or difficult-to-understand issues were further expanded and posted to Weibo and WeChat in the form of text, pictures, and videos. The second is judgmental content. This content is set up to enable students to classify and summarize the knowledge they have learned. If students have a deeper understanding and mastery of a knowledge content, they can push it with it. Related another information. The third is task-based content. In order to make it easier for students to expand their knowledge of photography, you can set up search functions, micro-group discussion functions, and mood stations to mobilize students' interest in learning. WeChat Weibo application ideas are shown in Figure 2.

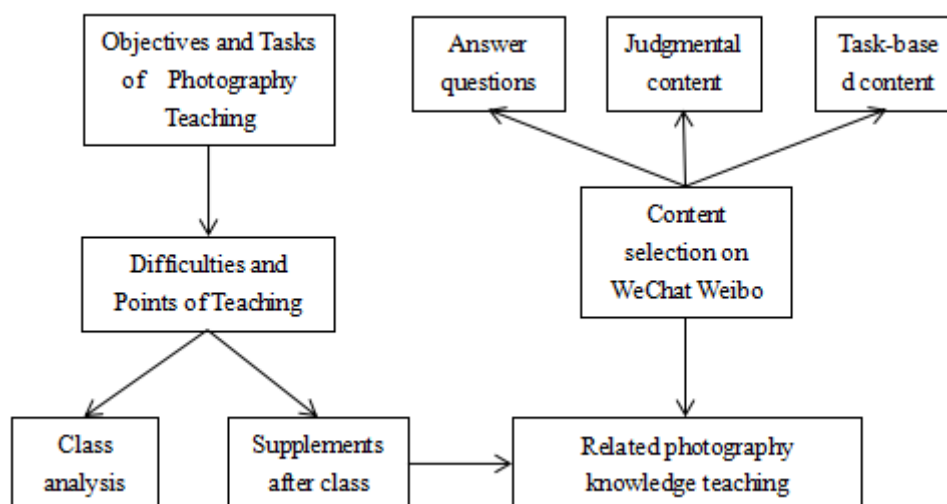


Figure 2 WeChat Weibo application ideas

An excellent photographic work contains many meanings and elements. Multi-angle and multi-thinking interpretation and analysis is very important. Mastering the appreciation of photographic works has played an indispensable role in helping to understand and understand photographic works. According to the teaching content of the school photography course, first determine the main knowledge points of the chapter on photography composition, understand the teaching objectives, analyze the key and difficult points, and then interpret the photographic works through the tree-like analysis of the structural diagram to interpret the essence of the photography

works Refers to the definition of meaning link as the process of interpreting photographic works. See Figure 3 for the appraisal method of photographic works under the background of WeChat and Weibo new media^[3].

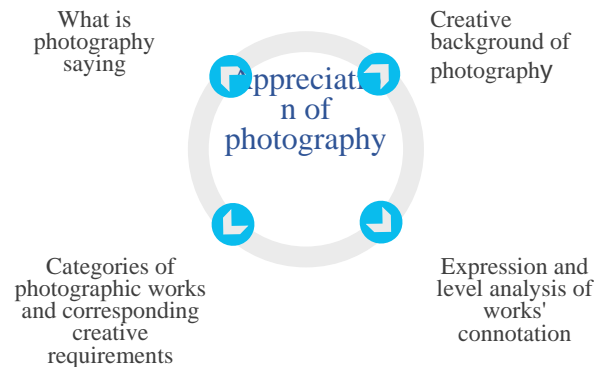


Figure 3 Appreciation of photography works under the background of WeChat and Weibo new media

The information content provided to smart readers in WeChat is mainly the key and difficult points of course learning. Then according to the transmission mechanism of WeChat subscription number, the main knowledge points for choosing photography composition will be divided as shown in Figure 4:

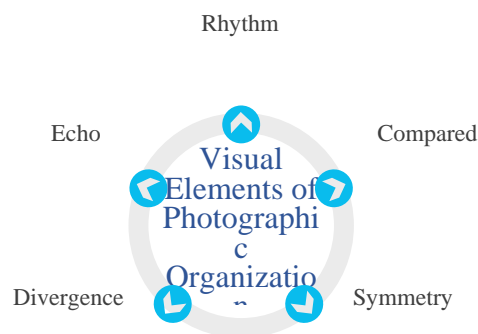


Figure 4 Main knowledge points of photography composition

Application strategies of WeChat and Weibo in the photography module teaching

First, teachers establish a photography WeChat group and Weibo account, organize various forms of teaching activities, and guide students to learn photography art in practice. For example, the teaching mode of group cooperative learning can be adopted, class students are divided into different learning groups, each learning group creates a WeChat photography learning group or Weibo account, group members work together to complete learning tasks, and report regularly The progress of the activities and the implementation of the steps can promote students to actively participate in learning activities.

Second, WeChat and Weibo are representatives of new media and are the main tools of modern social communication. They have many features such as convenience, openness, security, and sharing. For example, in the photography creative exchange activities, the sharing and openness of WeChat and Weibo are used to guide students to share their photographic works on WeChat and Weibo platforms, and each student can carry out photographic works of himself and others Evaluation. The results of these self-evaluations and mutual evaluations can be used as an important basis for the overall evaluation of photography teaching, reflecting the autonomy of students and the scientific nature of evaluation.

Conclusion

Combining WeChat and Weibo for the creative exploration of teaching methods and teaching modes of the art photography module will greatly help students to improve their learning motivation and creativity. The methods and models of photography module teaching should be innovatively explored according to the teaching content and teaching objectives, the openness and autonomy of WeChat and Weibo should be used reasonably, and the teaching structure should be optimized. At the same time, the teaching mode that conforms to the learning rules of students should be explored to allow students to conduct photography teaching. The self-evaluation of students really stimulates students' interest in photography and learning autonomy, and improves students' comprehensive artistic accomplishment.

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