

Exploration of Multimedia Technology Teaching and Its Application

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Abstract

With the wide application of computer in our social life, multimedia technology develops rapidly. The study of multimedia technology is helpful to improve students' information literacy. At the same time, colleges and universities are facing many problems and challenges in setting up multimedia technology courses. To solve these problems and respond to these challenges, the status quo of multimedia teaching, the principle of teaching design, teaching content and links and teaching evaluation design several aspects are discussed, and the corresponding solutions are put forward in order to improve the classroom efficiency, improve students' information technology literacy and improve the students' innovation ability.

Keywords

Multimedia, teaching design, classroom efficiency

1. Teaching status

The course "multimedia technology and application" in our school is an elective computer course open to all students. The main content of the course is the design software needed for multimedia production, such as animation design software, audio production software, image processing software and video production software. This course combines theory with practice, knowledge and skills are closely linked, so that students can learn multimedia software operation while learning multimedia theory content, and deeply understand the basic technology and principle of multimedia software.

But there are still many problems existed in the teaching course "multimedia technology and application".

1.1. The contradiction between teaching time and teaching content

The teaching time of the theory of "multimedia technology and application" is 32 hours, and the practice course is 32 hours. However, because there are many software involved, the theoretical teaching of one software occupies an average of 8 hours, so the teaching time is not abundant. The basic functions of the software tools required in the multimedia production process are numerous. For beginners, the initial efficiency of the core link of the course is low, and the operating principles are too theoretical for beginners to understand and remember.

1.2. The conflict between the importance of learning skills and the ability to apply them

"Multimedia technology and application" is an elective course, thus most students do not pay enough attention to it, and because the course is open for the whole school students, students major in liberal arts majors and students major in science have different understanding of the same teaching content due to the difference in subject thinking, resulting in polarization in the classroom. In today's social environment, more and more jobs require all-around talents, and interdisciplinary is increasing, people's demand for multimedia technology is reflected in all aspects. But many students can not learn enough skills to meet the

actual job requirements.

1.3. The contradiction between the solidification of teaching thinking and the requirement of creative thinking

Computer module elective course emphasized more on computer operation than the theory course, but focused only on computer operation, which is only an individual learning skill, without understanding the basic principle of representation and processing, which will lead to space limitations of the student self-development and the development of creative thinking after course, and poor sustainability of further learning of software operation.

2. Teaching principle design

2.1. Teaching content optimization processing

Because there are a large number of difficult professional terms and teaching terms in the teaching of multimedia technology and application, which will affect the learning process and interest of students to some extent; the majority of teachers should use the advantages of big data technology to optimize and integrate the course content. At this time, it is particularly important to establish standards for the difficulty and ease of teaching content, that is, both the practicality of learning content and the comprehension ability and learning interest of most students should be taken into account. Compared with previous years' teaching experience, the former method is more authoritative and can meet the needs of today's fast-changing times

2.2. Timely adjustment of teaching content

The traditional teaching material takes the multimedia foundation operation as the main content, the example operation is very classic. However, teachers should closely combine basic teaching contents with extracurricular materials, so as to not only gain the recognition of students, but also closely combine multimedia technology with new ideas and technologies at any time. Therefore, teachers should put the basic teaching content and extracurricular materials in the same important position, and update the teaching content at any time.

2.3. Classroom management is more personalized

In order to achieve convenient management after class, teachers should establish an online platform to complete the unified management of students, teachers, management module and q&a module. The use of online platforms, such as "classroom-style" APP, can increase the communication between students and teachers after class, and form a convenient channel for teachers to communicate with students about problems after class, and an interactive platform for teachers to convey notices and roll call to students.

3. Teaching content and link design

Teaching content and link design is the most important part of the whole teaching design. Whether it is arranged reasonably directly relates to the efficiency of students' mastery of classroom content and their interest in classroom content. The teaching content and the link design should combine the practicability and the student's interest both, strives for promotes the enthusiasm and the power of student independent study.

3.1. Content of courses

"Multimedia technology and application" course content is suggested to be divided into three modules, namely theory module, practical module and innovation inspiration module. In the preparation of theoretical modules, the following points should be focused. Firstly, the content selected by the teacher should include both the basic knowledge of the course to lay a good foundation for students, and the difficult knowledge points to guide the interest of students in the early stage. Secondly, the content selected by teachers should be systematic. The specific method is to use relevant examples to show how to connect the knowledge points, so that students can connect all the knowledge points back and forth. The practical operation module is

mainly divided into two parts: one is to master the basic knowledge points, and the other is to connect the example operation of knowledge points. Teachers can list the tasks before class and show them to students, so that students can know their tasks and make preparations in advance. Innovative module can be integrated into the first two modules, the popular network of multimedia works, such as some web celebrity product advertising, promotional method of making presentation to the students, stimulate students' creativity and learning enthusiasm; integrate the popular element such as YouTube, Twitter into classroom, let students experience the application of multimedia technology in our daily life and the implementation principle of multimedia technology.

3.2. Teaching link

In the teaching process, first of all is teaching the multimedia related basic knowledge, and second is the modular teaching by combined with multimedia related elements such as image, sound, animation, video. In each module teaching, the case teaching method from simple to difficult is adopted. In the process of teaching, teacher is suggested to place himself in the teaching activities with the mentality of a researcher, examine and analyze various problems in teaching theory and practice, explore the problems, summarize the accumulated experience, and form a regular understanding. Through case teaching, stimulate students' interest in learning, so as to improve the quality of teaching

4. Teaching assessment design

As a practical course with strong operability, the assessment situation of multimedia technology and application should not be confined to the pure theory examination.

The final score should consist of 30% of the usual score plus 70% of the test score. Of these, 30% should include attendance, notes and assignments, and 70% should include theory and practice. The practical part of the test questions can be designed into the same type of a choice for candidates to choose.

4.1. Teacher and student joint assessment model

The assessment mode of multimedia technology and application can be divided into teacher assessment and student assessment. The student assessment part is as mentioned above, while the teacher assessment can be conducted after the end of the course. In the form of questionnaire, each class evaluates the teacher's ability in various aspects from teaching style to teaching effect. The questionnaire is in the form of anonymous, but the gender, grade and school should be filled in to facilitate the analysis of the evaluation of each grade, major and different gender from the perspective of big data, so as to develop a more personalized teaching plan in the next semester. Teachers in the same teaching group can communicate with each other and discuss the common problems in the questionnaire.

4.2. Group work and help each other

At the beginning of class, teachers can divide the students into groups to ensure that the members of each group can supervise and motivate each other. The group leader is selected for each group to report to the teacher regularly the doubts and other opinions and Suggestions about the teaching method and teaching content reported by the students in the group. The group leader shall also pack the group members' homework together and send it to the server after the end of the weekly experiment class for the convenience of the teacher's inspection. Class notes will be collected every two weeks and handed to the teacher for review. The way of group cooperation can make the management of teachers more convenient and more powerful, and deepen the communication between students, so as to create more creative sparks in thinking.

5. Conclusion

Offering the course of multimedia technology and application for college students can not only improve their information technology literacy, enhance their application level of multimedia software, but also enrich their study and life, and add weight

to the future career competition. At this stage the author focused on how to improve the quality of teaching of multimedia teaching, make students learning better of the contents of the course and application of the multimedia technology, achieve mastery through a comprehensive study carried on the thorough thinking, such as present situation analysis on the teaching design, principle, content, links, evaluation and so on some contrast test for many times, in hope to be able to present a better class, to provide more high information technology literacy of talents for the society.

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