



## Developing a strategic management guideline for the enhancement of commercial photography skills of students in the Faculty of Arts at Central South University of Forestry and Technology, China

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### ABSTRACT

This article aims to address the growing importance of commercial photography skills among students at the Faculty of Arts, Central South University of Forestry and Technology (CSUFT), China. With the rapid development of the digital economy and the increasing demand for photography professionals across various industries, it is essential to equip students with the practical skills necessary for success in commercial photography. This article aimed to investigate the problems and needs of commercial photography teaching in the school of art at the Central South University of Forestry and Technology. 2) The article aimed to develop a guideline for the enhancement of commercial photography skills for students. The study divided the population into two groups: 1) 1000 students, and 2) 91 teachers, to investigate problems and needs. We divided the sample groups into two categories: 1) 286 students, and 2) 74 teachers. The research instruments employed in this study were questionnaires. The content analysis method analyzed and presented the collected information and data in terms of frequency, mean, and standard deviation. The three specialists evaluated all the questionnaires and found that their IOC values ranged from 0.67 to 1.00. The study yielded the following results: 1) The majority of students assessed the need for improvement in commercial photography. Skills for students in the Faculty of Arts at Central South University of Forestry and technology are at a "high" level. Similarly, most of the teachers rated the needs of enhancement of commercial photography skills for students in The Faculty of Arts at Central South University of Forestry and Technology is all at "High" level. 2) The Guideline for the Enhancement of Commercial Photography Skills of Students in the Faculty of Arts at Central South, the University of Forestry and Technology is formulated, which mainly includes five parts; namely: 1) Curriculum Design and Objectives, 2) Teaching Resources and Methods, 3) Faculty Training and Student Support, 4) Practical Opportunities and Projects, and 5) Course Management and Quality Assurance.

## Introduction

Commercial photography, a fusion of technology and art, plays a pivotal role in various commercial domains, such as advertising, magazines, and product catalogs. In today's digital and visual era, it serves not only as a visual communication tool but also as an effective means for brand building, product promotion, and information dissemination (Nye, 2015, pp. 1890-1930). Commercial photography holds multiple significances in art education. As an important part of the program, it helps students learn basic photography theory and skills, improves their creative and practical skills, and gets them ready to meet the needs of a changing society and industry (Bate, 2020, pp. 6-7). Furthermore, it serves as a crucial medium within art education, elevating students' aesthetic sensibilities and creative thinking through the study of commercial photographers' principles, techniques, processes, and case studies. However, there are several challenges facing commercial photography education in higher education institutions. Firstly, there is a lack of standardized nomenclature, positioning, content, or requirements for commercial photography-related majors or courses in Chinese universities (Cotton, 2020, pp. 25-28). This inconsistency leads to variations in educational quality, hindering the formation of effective teaching evaluation systems and talent cultivation.

There is also a gap between theory and practice in commercial photography education. Some schools put too much emphasis on technical aspects and not enough on developing students' creative thinking and aesthetic sense, or the other way around (Li, 2022, pp. 140–144). Additionally, the alignment and feedback loop between commercial photography education and society/industry are inadequate (Park, 2021, p. 198-222). This disconnect results in a gap between curriculum and real-world demands, hindering students' job competitiveness and growth potential.

To address these challenges, this study aims to investigate the problems and needs of enhancing commercial photography skills for students at the Faculty of Arts, Central South University of Forestry and Technology, China. Additionally, it seeks to develop a strategic management guideline to improve the quality and effectiveness of commercial photography education. By understanding the issues and demands in commercial photography education, this research aims to provide scientific management and guidance, foster comprehensive student development, enhance teaching quality, and cultivate high-quality talent to meet societal and industry needs.

Conclude the research problems. This study identifies several key problems within the current commercial photography education system, specifically within the Faculty of Arts at Central South University of Forestry and Technology. These include: Inconsistency in Educational Framework: There is a significant lack of standardized curriculum, nomenclature, and teaching methodologies for commercial photography in Chinese universities. This lack of consistency makes it harder to create a clear educational pathway for students, which leads to differences in how well they learn and makes it harder to make evaluation systems that work. Theory-Practice Disconnect: While technical skills in commercial photography are often emphasized, many programs fail to adequately balance this with the development of creative thinking and aesthetic sensibility. This imbalance limits students' ability to apply their technical knowledge in real-world settings, diminishing their potential for innovation and creative expression. Misalignment with Industry Demands: There is a noticeable gap between what is taught in commercial photography education and the actual needs of the industry. This disconnect results in students being inadequately prepared for the demands of the job market, leading to a lack of competitiveness and reduced employability.

**Limited Feedback Loop:** The insufficient interaction between educational institutions and industry stakeholders has led to a lack of real-time feedback on curriculum design, teaching methodologies, and industry trends. Consequently, current market trends and professional expectations do not equip students with the necessary skills and knowledge. These problems hinder the overall effectiveness of commercial photography education and limit students' ability to fully develop the skills needed for success in the industry. Addressing these issues is essential for improving both the quality of education and the employability of students. We hope that this study will help us learn more about the issues and needs in commercial photography education and give useful suggestions and management instructions on how to improve the quality and level of commercial photography education, which will help students' career development and meet societal needs.

## **Literature review**

### **1. Theories of guideline**

A Guideline is a document providing guidance and instructions for teachers on utilizing a specific curriculum, program, or classroom resource. According to Heo& Lee (2006, pp. 299-306), a Guideline assists teachers in lesson planning, student learning assessment, and addressing challenges or questions that may arise. Additionally, it offers background information, relevant terms, and examples of best practices for teaching specific topics or skills. The concept and theory of teaching Guidelines involve education and psychology, focusing on systematically designing, developing, and providing instructional materials and experiences to facilitate effective, efficient, attractive and informative knowledge acquisition.

The teaching Guideline process generally includes assessing learners' state and needs, defining ultimate instructional goals, and creating interventions to facilitate learners' transformation. Teaching Guideline outcomes can be directly observed and scientifically measured or remain hidden and assumed. Many instructional design models, including the ADDIE model with its stages of analysis, design, development, implementation, and evaluation, guide the teaching Guideline process. Ceulemans (2010, pp. 645-651) notes that teaching sustainability issues, considered a challenging task, owes its roots to instructional design, particularly influenced by the work "The Conditions of Learning."

### **2. Theories of commercial photography**

Practitioners and companies in the industry hold diverse views on commercial photography, a genre encompassing photos used for business or publications. As Rose (2022, pp. 1-100) defines, commercial photography is photography that sells things, supporting products or services. It spans various types, including food, fashion, architecture, headshots, and portraits. The genre has evolved to include lifestyle photography, emphasizing a human element or product interaction, creating images seamlessly integrated into subjects' lifestyles.

Commercial photography, broadly referring to images used to sell or promote products, services, or support business endeavors, includes product, lifestyle, fashion, and architectural photography. Commercial photographs are used in diverse media, such as websites, billboards, social media campaigns, and print or digital ads. They cater to online platforms like Instagram and serve promotional purposes for brands and organizations.

The distinction between commercial and advertising photography lies in commercial photography's focus on showcasing a product, while advertising emphasizes emotional appeal and brand storytelling. The term "commercial photography" covers a wide range, making it a versatile career with a varied portfolio. Specializations include product photography, lifestyle photography, fashion photography, and more.

The first main purpose of commercial photography is to sell a product. High-quality images showcasing a product's best features help potential buyers visualize what they are purchasing. Professional commercial photography, as opposed to amateur attempts, ensures images meet quality standards for print

and online use. The second purpose is promoting a brand or business, utilizing promotional commercial photography for offices, business owners, and billboards to attract attention.

After understanding the primary reasons for commercial photographs, various types are explored. Fashion photography, a complex variant, requires considering factors such as model pose, physical features, and showcasing clothing. Food photography, despite its apparent simplicity, presents challenges in making food appear appetizing and distinct. Location-based commercial photography captures places, offices, and communities related to a business, while portrait photography focuses on professional and subdued images of individuals. Finally, product photography distills commercial photography into capturing the essence of a particular product.

## Conceptual framework

The objectives of this research were 1) to investigate the problem and needs of enhancement of commercial photography skills for students in the Faculty of Arts at Central South University of forestry and Technology, and 2) to develop a strategic management guideline for the enhancement of commercial photography skills for students in the Faculty of Arts at Central South University of forestry and Technology. It is shown in Figure 1.

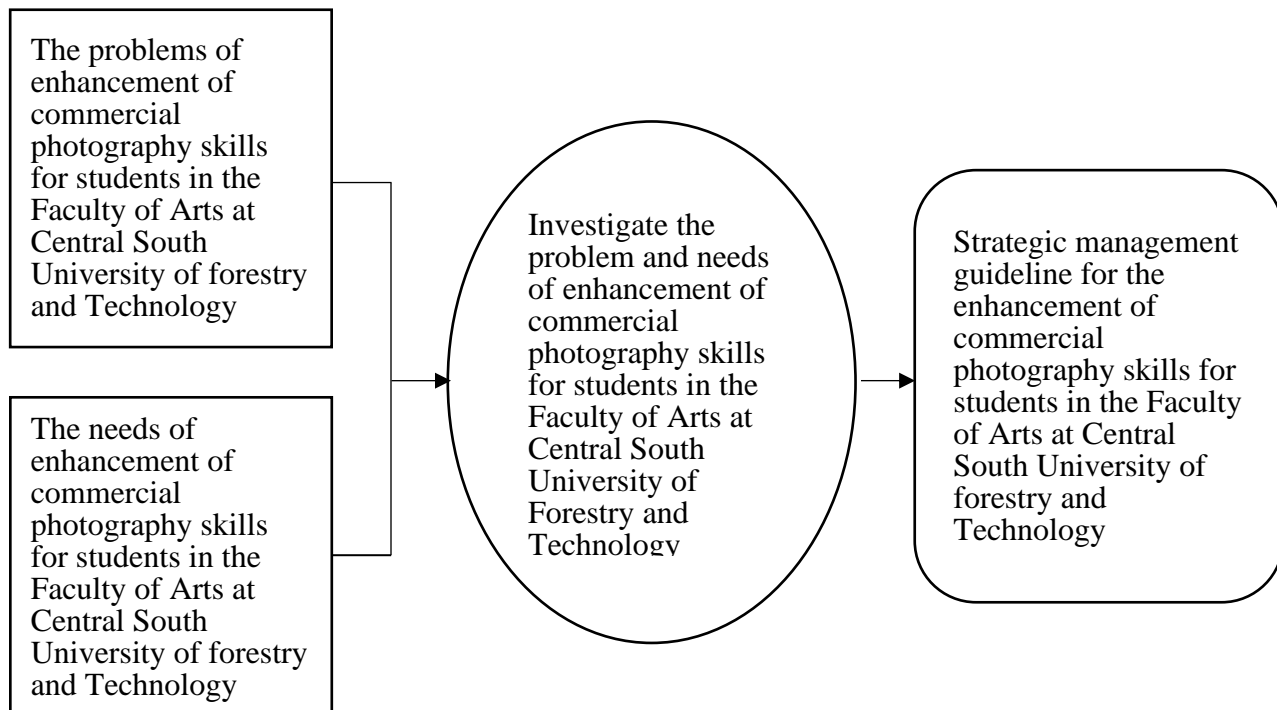


Figure 1 Conceptual Framework

## Methods

### 1. Research design

Mixed Methods Research (Quantitative research and Qualitative research) was used to analyze the data because it uses both quantitative and qualitative approaches in the research process

### 2. Population and samples

#### Population

For the investigation of problems and needs, the populations were divided into 2 groups, namely, 1) 1000 students; and 2) 91 teachers.

### Sample

In this research project, the sample groups were divided into 2 groups: namely, 1) 286 students and 2) 74 teachers. (Yamane, 1973) The respondents were obtained through the stratified random sampling technique.

### 3. Research instrument

For the investigation of problems and needs, questionnaire was employed for the data collection. The questionnaire was divided into 2 sets for different sample groups; Namely: 1) students; 2) teachers. The questionnaire was evaluated of its validity with the index of congruence (IOC). Each question in the questionnaire had an IOC ranging from 0.67 to 1.00. In addition, the reliability of the questionnaire was evaluated through alpha Cronbach coefficient of 0.90.

The questionnaire was divided into 5 parts: namely, 1) general information, 2) problems of art Enhancement of Commercial Photography Skills of students in The Faculty of Arts at Central South University of forestry and Technology students. 3) problems of art Enhancement of Commercial Photography Skills of students in The Faculty of Arts at Central South University of forestry and Technology of teachers. 4) Needs of art Enhancement of Commercial Photography Skills for students in The Faculty of Arts at Central South University of forestry and Technology in students' opinions. 5) Needs of art Enhancement of Commercial Photography Skills for students in The Faculty of Arts at Central South University of forestry and Technology teachers' opinions.

### 4. Data collection

For the investigation of problems and needs, the researcher himself collected the data and information from the sample groups online via emailing. Moreover, the three focus group discussion meetings were conducted to recruit the comments, ideas and suggestions for the correctness and improvement of the academic administration guidelines.

### 5. Data analysis

For the investigation of problems and needs, the data and information collected were analyzed, interpreted, and then presented by using frequency, percentage, mean ( $\bar{x}$ ), standard deviation (S.D.). The five-point Likert's rating scale was used to evaluate the level or degree of the respondents' needs and problems.

For the correctness and improvement of the academic administration guidelines, the ideas, suggestions, and comments of the 3 specialists obtained from the focus group discussion meetings, were analyzed and then used to correct and improve the contents of the guidelines.

## Results

The problem and needs of enhancement of commercial photography skills for students in the Faculty of Arts at Central South University of Forestry and Technology

Table 1 Problems of art enhancement of commercial photography skills of students in the Faculty of Arts at Central South University of Forestry and Technology

Questions	n=286		Level of problems
	$\bar{x}$	S.D.	
1. Lack of adequate support, guidance and help from teachers.	4.56	0.315	Highest
2. There is a lack of excellent teaching materials and learning materials.	4.38	0.689	High
3. Insufficient teaching content of theoretical knowledge in the course.	4.33	0.489	High
4. The overall teaching time of the course is not	4.42	0.615	High

enough.			
5. The course design was not adapted to my personal interests and academic goals.	4.40	0.623	High
6. Lack of sufficient self-direction and self-management skills.	4.39	0.521	High
7. Unclear about course learning objectives and expected assessment criteria.	4.29	0.332	High
8. More teaching based on actual cases is needed.	4.47	0.252	High
9. Not providing enough opportunities to participate in practical internship projects.	4.36	0.665	High
10. There is insufficient teaching time for the practical part of the course.	4.42	0.614	High
11. There are not enough teaching equipment and practice platforms to support my actual learning needs.	4.36	0.633	High
12. clear about the technical requirements and standards of commercial photography, and unable to correctly select and use cameras and lenses.	4.37	0.651	High
13. Not clear about the technical requirements and standards of commercial photography, and unable to correctly select and use lighting, background and other auxiliary equipment.	4.32	0.266	High
14. Without sufficient art foundation and cultivation, unable to understand some of the technical and aesthetic requirements in commercial photography.	4.46	0.613	High
15. Not familiar with creative thinking and commercial photography, unable to carry out effective creative planning and design.	4.39	0.616	High
Total	4.38	0.52	High

According to table 1, it is indicated that the problems of art Enhancement of Commercial Photography Skills of students in The Faculty of Arts at Central South University of forestry and Technology students are at the highest level. ( $\bar{X}$ =4.38, S.D.=0.52), in enhancing their commercial photography skills. Major concerns include inadequate teacher support and guidance, insufficient teaching materials, lack of theoretical knowledge content, and inadequate overall teaching time. Students also express a desire for course designs aligned with personal interests and academic goals, along with more practical case-based teaching and internship opportunities.

Table 2 problems of art enhancement of commercial photography skills of students in The Faculty of Arts

at Central South University of Forestry and Technology of teachers

Questions	n=74		Level of problems
	$\bar{X}$	S.D.	
1. The teaching objectives of commercial photography courses are unreasonable.	4.35	0.389	High
2. The syllabus and teaching content of commercial photography courses are outdated and outdated.	4.46	0.620	High
3. The teaching method of the commercial photography course is too rigid, and the course design is not attractive.	4.44	0.600	High
4. The theoretical teaching part of the commercial photography course does not meet the actual level and needs of students.	4.45	0.437	High
5. Course design to stimulate and cultivate students' interest and enthusiasm for commercial photography.	4.58	0.621	Highest
6. Unreasonable use of teaching resources in teaching arrangements.	4.45	0.582	High
7. Theoretical teaching should highlight the professional characteristics.	4.35	0.221	High
8. Students are not motivated to learn.	4.49	0.545	High
9. Students' basic abilities are insufficient.	4.40	0.630	High
10. Some students lack sufficient interest in learning.	3.21	0.344	Moderate
11. Lack of teaching equipment and facilities.	4.42	0.668	High
12. The arrangement of practical teaching hours is unreasonable.	4.36	0.622	High
13. There are not enough practice cases in practical teaching.	4.45	0.282	High
14. Cannot guide and help students to conduct objective and comprehensive analysis and evaluation of commercial photography works.	4.40	0.465	High
15. Can't organize and implement interesting commercial photography events and competitions well.	4.55	0.419	Highest
Total	4.44	0.46	High

According to table 2, it is indicated that the problems of art Enhancement of Commercial Photography Skills for students in The Faculty of Arts at Central South University of Forestry and Technology of teachers are at a high level ( $\bar{X}$ =4.44, S.D.=0.46). Key issues include unreasonable teaching objectives, outdated syllabus and content, rigid teaching methods, and theoretical teaching not aligned with students' needs. Teachers emphasize the importance of designing courses to stimulate students' interest and enthusiasm. Overall, these issues hinder students' learning experience and skill development in commercial photography.

Table 3 Needs of problems of art enhancement of commercial photography skills for students in the Faculty

of Arts at Central South University of Forestry and Technology in students' opinions.

Questions	n=286		Level of needs
	$\bar{X}$	S.D.	
1. You need a better textbooks and reference books.	4.36	0.633	High
2. You need some commercial photography resources and case materials.	4.60	0.435	Highest
3. You need some reasonable commercial photography plans and goals.	4.30	0.599	High
4. You need some helpful case reflections and summaries are needed.	4.32	0.660	High
5. You need some promising commercial photography developments and innovative content teaching.	4.27	0.730	High
6. You need to maintain closer contact with the teacher during the study and can provide you with help and advice when you encounter confusion and difficulties.	4.30	0.659	High
7. You need to increase the teaching hours of theoretical courses.	4.34	0.617	High
8. You need to update more professional commercial photography equipment and equipment.	4.33	0.667	High
9. You need some experienced teachers and mentors who can provide you with professional guidance and feedback.	4.37	0.645	High
10. You need to adjust the teaching method of practical courses, and study in groups to increase your learning fun and motivation.	4.35	0.596	High
11. You need to increase the teaching time of practical courses.	4.36	0.665	High
12. You need some valuable commercial photography projects and internship opportunities to exercise your professionalism and ability.	4.36	0.622	High
13. You need some interesting commercial photography activities and competitions to increase your confidence and sense of accomplishment.	3.22	0.666	Moderate
14. You need some challenging commercial photography tasks and goals, which can allow you to constantly break through your limits and obstacles and achieve your own growth and progress.	4.36	0.621	High
15. You need more case guidance closer to the industry and market.	4.30	0.680	High
Total	4.33	0.64	High

According to table 3, it is indicated that needs of manual for problems of art Enhancement of Commercial Photography Skills for students in The Faculty of Arts at Central South University of forestry and Technology in students' opinions are at the high level ( $\bar{X}$ =4.33, S.D. =0.64).

Table 4 Needs of problems of art Enhancement of Commercial Photography Skills for students in



the Faculty of Arts at Central South University of Forestry and Technology teachers' opinions

Questions	n=74		Level of needs
	$\bar{X}$	S.D.	
1. You need more high-quality commercial photography teaching materials and reference books.	4.42	0.598	High
2. You need some professional commercial photography equipment and equipment.	4.47	0.584	High
3. You need more opportunities to study abroad and communicate.	4.47	0.638	High
4. You need to exchange and visit higher level universities.	4.47	0.565	High
5. You need to visit enterprises or institutions with actual cases.	4.43	0.635	High
6. You need more commercial photography resources and materials.	4.44	0.636	High
7. You need some useful commercial photography reflection and summary.	4.45	0.619	High
8. You need some fun commercial photography activities and teaching competitions.	4.49	0.603	High
9. You need to clarify your teaching direction and expectations.	4.47	0.565	High
10. You need to establish a better mechanism for communicating and interacting with students.	4.46	0.602	High
Total	4.47	0.64	High

According to table 4, it is indicated that problems of art Enhancement of Commercial Photography Skills for students in The Faculty of Arts at Central South University of forestry and Technology in teachers' opinions ( $\bar{X}=4.47$ , S.D. =0.64).

## 2. Academic Administration Guidelines for Commercial Photography Course

### 2.1. Curriculum Design and Objectives

(1) Clear Goals: Set industry-aligned objectives focusing on students' practical needs and career development.

(2) Optimized Design: Consider students' interests and academic goals, incorporate case studies, and enhance course attractiveness and practicality.

### 2.2. Teaching Resources and Methods

(1) Updated Resources: Introduce latest cases and materials, ensuring rich teaching resources.

(2) Innovative Methods: Explore case-based and interactive teaching methods to improve effectiveness and student engagement.

### 2.3. Faculty Training and Student Support

(1) Professional Development: Provide training in commercial photography to enhance faculty skills.

(2) Mentorship: Offer personalized academic guidance and career advice to foster interaction between students and mentors.

### 2.4. Practical Opportunities and Projects

(1) Diverse Practical Experience: Provide various practical opportunities and internships to enhance student skills and professionalism.

(2) Industry Engagement: Organize commercial photography events to promote student creativity and artistic abilities.

#### 2.5. Course Management and Quality Assurance

(1) Effective Management: Establish course review and evaluation mechanisms to ensure continuous optimization.

(2) Quality Assurance: Strengthen supervision and evaluation of teaching quality to enhance student satisfaction.

These guidelines aim to facilitate effective management of the commercial photography course, improve teaching quality, meet student needs, and enhance faculty teaching capabilities.

### Discussion

The Investigation of problems Enhancement of Commercial Photography Skills for students in the Faculty of Arts at Central South University of Forestry and Technology

The results of this study show that the survey of students and department teachers shows that the problem of improving the commercial photography skills of students in the School of Art of Central South University of Forestry and Technology is at a "high" level ( $\bar{X}=4.33$ ,  $SD=0.64$ ), indicating the universality and severity.

1. For students, on the one hand, they need to find their own interests and directions in the many fields of commercial photography and conduct targeted learning and practice according to market demand and personal expertise; on the other hand, they need to cultivate their own innovative thinking. and entrepreneurial spirit, not only mastering professional skills, but also possessing knowledge and abilities in market analysis, marketing planning, financial management, etc. In addition, students must overcome problems and difficulties such as insufficient funds, lack of equipment, and fierce competition. Many students believe that there is a lack of sufficient support, guidance and help from teachers, insufficient teaching time in the overall course, and unclear learning objectives and expected assessments of the course standards etc.

2. For teachers, on the one hand, they must maintain sensitivity and attention to the commercial photography market, update teaching content and methods in a timely manner, and cultivate students' professional skills and innovative abilities with the times; on the other hand, they must balance the proportion of theoretical teaching and practical teaching should not only allow students to master solid basic knowledge, but also allow students to have sufficient practical opportunities to exercise their ability to solve practical problems. In addition, teachers must face difficulties and challenges in equipment updating, capital investment, school-enterprise cooperation, etc. They generally believe that the syllabus and teaching content of commercial photography courses are outdated and outdated, and the theoretical teaching part of commercial photography courses does not meet the actual needs of students, level and demand, and there are not enough internship cases in practical teaching.

According to the results of this study, it can be concluded that the enhancement of commercial photography skills for students in the Faculty of Arts at Central South University of Forestry and Technology is at a "high" level ( $\bar{X}=4.38$ ,  $S.D.=0.52$ ). Similarly, most teachers rated the enhancement of commercial photography skills at a "high" level as well. However, students indicated several issues: insufficient support and guidance from teachers, inadequate overall teaching time, unclear learning objectives and assessment standards, and a lack of adequate teaching equipment and practical platforms. On the other hand, teachers believe that the curriculum and content of commercial photography courses are outdated and do not meet the actual needs of students. Additionally, the allocation of teaching resources is seen as unreasonable.

According to the results from this study, it can be concluded that most of the students rated the needs of Enhancement of Commercial Photography Skills for students in The Faculty of Arts at Central

South University of Forestry and Technology are at the “High” level ( $\bar{X}=4.33$ , S.D.=0.64). Similarly, most of the teachers rated the needs of enhancement of Commercial Photography Skills for students in The Faculty of Arts at Central South University of forestry and Technology are all at the “High” level ( $\bar{X}=4.47$ , S.D.=0.64).

The findings of this study underscore the critical importance of enhancing commercial photography skills among students at the Faculty of Arts, Central South University of Forestry and Technology (CSUFT). Both students and teachers strongly agree on the high demand for improvement in this area, which aligns with the growing importance of practical, industry-relevant skills in today's competitive job market. The results confirm that there is a significant gap between the current educational offerings and the skills needed for success in the commercial photography industry. As such, it is imperative that the curriculum and teaching strategies evolve to better meet these needs.

The proposed guideline for the enhancement of commercial photography skills provides a comprehensive framework that addresses the multifaceted nature of skills development. It emphasizes the integration of a well-structured curriculum with practical, hands-on learning experiences. The guideline encourages the use of modern teaching resources, innovative methods, and strong faculty training programs, ensuring that both students and teachers have access to the latest trends and techniques in commercial photography. Moreover, the inclusion of practical opportunities and collaborative projects is vital for bridging the gap between theoretical knowledge and real-world application, which is essential for students to build a competitive portfolio and gain professional experience.

One of the key contributions of this study is its focus on quality assurance and course management, which will ensure that the improvements in commercial photography education are sustainable and continuously evolving. The establishment of clear objectives, robust teaching resources, and systematic assessment mechanisms will foster an environment of continuous improvement, benefiting both students and the institution as a whole.

In conclusion, the strategic framework proposed in this study offers a roadmap for enhancing commercial photography education in the Faculty of Arts at CSUFT. By addressing the identified gaps and aligning the curriculum with industry standards, the university can better equip its students with the necessary skills to excel in the fast-evolving field of commercial photography. The recommendations presented here not only offer actionable insights for CSUFT but also provide a valuable reference for other institutions aiming to enhance the employability of their art students in the context of a digital, image-driven economy.

### Body of knowledge

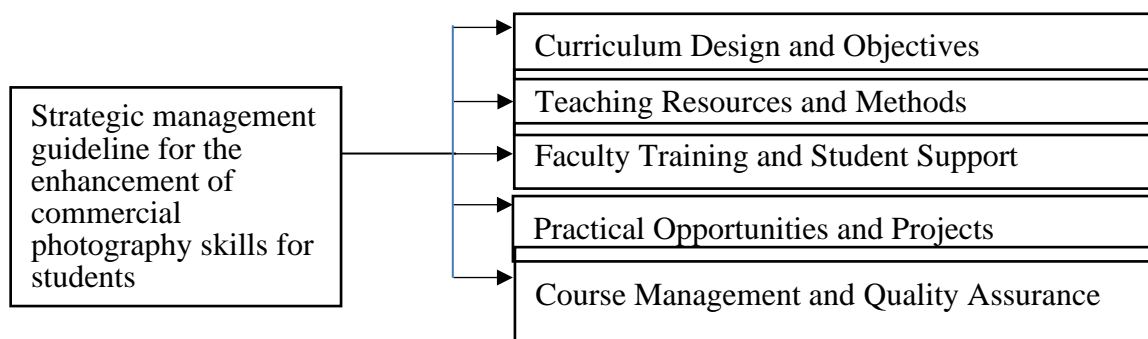


Figure 2 Body of knowledge

This model provides the theoretical foundation for the strategic management guidelines aimed at enhancing students' commercial photography skills. This model integrates research from various fields to inform how curriculum design, teaching methods, faculty development, student support, practical opportunities, and course management can be optimized to improve students' commercial photography capabilities. Specifically, the model emphasizes that: first, curriculum design should blend technical skills with creativity, align with industry standards, and adapt to emerging trends; second, teaching resources and methods should incorporate active learning, technological tools, and blended learning to engage students and enhance their practical skills; third, faculty training should focus on continually updating photography skills and teaching methods, while providing personalized support to students; fourth, practical opportunities, such as internships and industry collaborations, should help students gain real-world experience and develop professional competencies; finally, course management should include continuous assessment and feedback mechanisms to ensure course quality aligns with market demands and prepares students to meet industry standards. By applying these research insights to strategic management, the model helps improve students' overall skills, making them more competitive in the commercial photography industry.

### Suggestion

Regarding the research direction of commercial photography teaching in colleges and universities, I can provide the following suggestions to other researchers:

The first is to explore the theoretical basis and methodology of commercial photography teaching, analyze the purpose, content, process, evaluation and other aspects of commercial photography teaching, build a teaching model and system that conforms to the characteristics and laws of commercial photography, and improve the scientific and effectiveness of teaching.

The second is to study innovative strategies and practical cases for commercial photography teaching, learn from advanced commercial photography teaching experience and results at home and abroad, and explore innovative concepts and methods suitable for commercial photography teaching in colleges and universities, such as project-driven, problem-oriented, situational simulation, collaborative learning, etc., promote diversity and flexibility in teaching.

The third is to study the development and utilization of commercial photography teaching resources, make full use of modern information technology and network platforms, develop rich commercial photography teaching resources and support, such as online courses, micro courses, video tutorials, digital libraries, etc., to expand the teaching space and time to improve the convenience and interactivity of teaching.

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