

Research on the Project Teaching Mode of Advertising Major in Colleges and Universities

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Abstract

The advertising major is a major with high practice. Through the adjustment and revision of teaching contents and teaching methods, the "project teaching mode" combines the theoretical knowledge teaching and practical teaching of advertising major by executing projects, which can improve the practical ability and innovative ability of students in advertising major on every side, compared with the traditional teaching modes, it has certain advantages.

Keywords

project, teaching, practice.

1. The Origin of "Project Teaching Model" for Advertising Major

(1) Teaching practice generates "project teaching model"

Advertising major is a highly practical specialty, but for a long time, the practicality of advertising education in our country is not outstanding. In many colleges and universities, the teaching mode of advertising major is not very different from other majors of liberal arts, classroom teaching pays more attention to teachers' teaching, and students are in a passive acceptance position. Although some seemingly practical courses such as "Advertising Creativity" and "Plane Advertising Design and Production" have been designed, the actual teaching still continues the way of teachers' unilateral inculcation, only some industry cases were added into the teaching contents. In the communication activities between the advertising academic circles and the industry, people in the industry often complain that the students in advertising major "start slower" and have poor practical ability after entering the company. The reason why this kind of problem arises is that the teaching mode of the advertising major does not match the major characteristics. The Anhui University of Finance and Economics where the author is located has established the advertising major since 2003, which has been nearly 16 years old, and the employment situation of students is good, however, the teaching team always has a sense of hardship and is constantly adjusting the teaching modes. After a number of practices, a set of "project teaching models" which aims at improving students' practical ability has been explored, and good results have been achieved in teaching.

(2) The connotation of "project teaching mode"

The so-called project teaching mode is to improve the professional quality and practical ability of students, and integrate the theoretical narrative with the practical teaching, and carry out the teaching activities through the way that teachers and students accomplish the complete project together. The project is designed by the teaching team of advertising major according to the syllabus, whose specific performance are to provide creativity, design and other services related to advertising to real enterprises or institutions. In the project teaching activities, the students are the main body, and the originally dominant teachers are turned into guiders. Specific requirements are as follows:

1. Set up Scientific Projects

On the basis of an overview of the major curriculum setting, the teaching team will set up teaching projects according to the characteristics of the students; each teaching project must tally with the students' learning goals at this stage. In the freshman year, the project aims to help students master the basic knowledge of advertising major. In the sophomore year, the project focuses on advertising creative settings and breaks down a series of sub-projects such as market research, consumer analysis, creativity, design and production. Students complete a series of sub-projects to fully understand the standard operating procedures of the advertising industry. In the junior year, students with certain practical ability will be sent to different internship units for conducting actual advertising projects.

2. Highlight the sense of reality

In order to achieve a "close connection" between advertising education and advertising industry, the project setting must correspond to the industrial standard advertising campaign process, namely, creation-design-production-release. In order to be more realistic, the teaching team will invite enterprises from all walks of life to act as advertisers, and make students to provide solutions to advertisers' marketing challenges with purposes.

3. Socialized evaluation

Traditional advertising teaching also has practical teaching links; however, due to the high advertising costs of media such as radio and television, even if enterprises cooperate with universities, they dare not hand over the creative and delivery process to students. The project teaching method consciously adopts social media such as Weibo and WeChat as the practice tools of students, which greatly reduces the risk of advertisers. In the project teaching, a specific sub-project, such as "new media marketing for a product" and "improve a brand image through social media", the students issue self-creative advertising in the advertiser's official account and Weibo official account, or conduct their own marketing campaigns and give feedback to fans. After the project is completed, the students' project condition can be evaluated based on data such as like, forwarding, and comments.

2. The Concrete Implementation of "Project Teaching Mode" in Advertising Major

Project teaching is a new teaching mode, in recent years, the teaching team of the author has adjusted the curriculum, modularized all the courses, and laid the foundation for the implementation of project teaching mode. All kinds of modules are reasonably arranged in freshmen and sophomores year, the projects will be designed around two modules. The following will illustrate the concrete implementation process of the project by combining the advertising creativity and planning projects of t advertising major in the second semester of sophomore year.

(1) Reasonable selection of projects

When implementing the project teaching method, reasonable selection of the projects is a prerequisite for achieving good results. In the second semester of the sophomore year, the students of advertising major have already studied all the advertising basic courses, at this time, the selected projects need to fully mobilize the students' knowledge reserves and promote the mastery. The advertising creation and planning project can cover the whole process of the advertising industry, and can comprehensively train students' practical ability, in order to enhance the authenticity, the teaching team will select an advertiser from the off-campus enterprises, and its marketing department personnel will enter the classroom at the beginning of the semester to introduce the basic situation and requirements of the advertiser. The project requires that at the end of the semester, each student prepare a complete plan for the advertiser.

(2) Plan of scientific formulation

For sophomores, even after completing the basic courses of advertising major, it is still difficult to complete the whole process of advertising activity independently; therefore, all the courses in this semester should be carried out around the project. For example, the "Ad Case Analysis" course should specifically select the marketing activities that the project advertisers have implemented in the past, and analyze the advantages and disadvantages. "Design and Production of Graphic Advertising" analyzes the graphic advertising of the advertisers and guides students to use Photoshop and CorelDRAW to copy and familiarize themselves with the steps and processes of computer graphic design. The core of the project, "Advertising Creativity and Planning" is more important, In addition to teaching contents in the syllabus, teachers need to analyze the past creative ideas of project advertisers, and encourage students to make bold ideas, then draw creative sketches and teachers make the necessary revision. In the "Design and Production of Graphic Advertising" course, students use the computer software to make a preliminary draft based on the sketch and the course teacher modify it. After the completion of the graphic advertising, the students make a complete plan based on the methods learned in the classroom, including pre-market survey, consumer analysis, product analysis, design description, graphic design and advertising effect research. The planning case is a basis for assessing students' performance in advertising creative and planning projects.

(3) Inspection and evaluation

In the traditional teaching activities of the advertising major, the learning evaluation is generally made by the teachers, and the evaluation is based on the results of the closed-book exam, the students are in a passive acceptance position. The project teaching mode emphasizes interaction, so the evaluation subject is more diversified, the teacher evaluation, classmate evaluation, advertiser evaluation and personal evaluation are combined, and the overall evaluation is more scientific and objective. After the project operation, namely the planning case described above is completed, the students demonstrate their works in the classroom in the form of PPT, other students evaluate, and then the teacher reviews, and points out the inadequacies and revision directions. The planning case will also be sent to the advertiser company, and the marketing department will give opinions and comments. Finally, the teacher will give a comprehensive score based on classmate evaluation, advertiser evaluation and self-evaluation.

3. Implementing Guarantee of "Project Teaching Mode" in Advertising Major

Through repeated practice in recent years, the teaching team where the author is located confirms that "project teaching mode" has prominent advantages in training students' practical ability and innovative ability. However, although the traditional teaching mode of advertising major has a slightly weak effect in training practical ability, it can be carried out by classrooms and teachers without too much resources. If the project teaching mode is to be implemented for a long time, it must satisfy several conditions.

(1) The creation of realism requires the participation of advertisers from different industries.

Teaching has a sense of reality, and practice exists in the classroom is one of the significant advantages of the project teaching mode, and the creation of realism depends on the participation of the real advertisers outside the school. According to the practice of the author's teaching team, selecting advertisers from different industries in different projects can stimulate students' freshness and encourage students to study more knowledge and produce better works. Therefore, it is possible for the school to come forward, or to adopt a school-enterprise cooperation approach to attract off-campus enterprises, or select some enterprises within the school to provide more advertisers for teaching.

(2) The implementation of the project requires teachers to have a high overall quality

Compared with the traditional teaching mode, the "project teaching mode" puts forward higher requirements for the teachers in advertising major. Teachers should not only teach professional knowledge of advertising, but also engage with advertisers inside and outside the school to manage projects and guide project implementation. This requires teachers to go out actively, regularly go to the industry for training, develop contacts and keep abreast of the latest trends in the industry.

4. Conclusion

In summary, the "project teaching mode" combines the theoretical knowledge teaching with the practical teaching of the advertising major through the adjustment and revision of the teaching contents and teaching methods, the students as the main body and the teachers as the guide, and improve the practical ability and innovative ability of students of advertising major in all aspects, and it has certain advantages compared with the traditional teaching modes.

References

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