

## Research on Innovative Online Teaching Mode based on the Course of Advertising Planning

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### Abstract

The sudden coronavirus epidemic has prompted colleges and universities to move from offline to online as a whole. Although this teaching reform is passively promoted by the needs of epidemic prevention, it objectively brings an opportunity for innovation, and its impact is full of inspiration. The author has undertaken many years of teaching work on the "Advertising Planning" course, and has actively explored online teaching based on the characteristics of the course. It has carried out innovative practices from four aspects: classroom rhythm design, teaching resource organization, student ability training, and evaluation system reconstruction.

### Keywords

Online teaching; advertising planning; innovative mode.

### 1. Introduction

In early 2020, the coronavirus changed all walks of life. The epidemic drove the entire university's teaching from offline to online, and now it has completed all the teaching tasks for one semester online. Although this teaching reform happened passively due to the need for epidemic prevention, it objectively brought an opportunity for innovation, and the exploration and influence it triggered were positive, far-reaching, and enlightening. "Advertising Planning" is a compulsory course for students majoring in cultural industry management. In addition to theoretical teaching, more important are case discussion, interactive inspiration, teaching according to aptitude and practical guidance. Complete online teaching poses unprecedented challenges for teachers and students. The practical difficulties are reflected in at least three aspects: first, teachers only face the courseware and cannot capture the overall status of students in real time; second, even online live classrooms, because students are silent by default and lack of body language communication, and it is difficult to actively speak and form a discussion atmosphere. Third, due to unstable network conditions, it is difficult for teachers and students to play audio and video advertising works and analyze them simultaneously.

In order to overcome the challenges and ensure the teaching effect, the author tried a variety of teaching tools and teaching forms from the beginning of the semester, recorded and broadcasted, and used online teaching platforms such as Chaoxing Learning Platform, Tencent Classroom, Tencent Conference, Tencent QQ, etc. At the end of the semester, a survey of the quality of the final works submitted by the students and the satisfaction of the courses showed that online teaching has achieved remarkable results and the course value has been recognized. The following review the innovative practice of this course of "Advertising Planning" from four aspects of classroom rhythm design, teaching resource organization, student ability training, and evaluation system reconstruction, and put forward suggestions based on research.

## 2. Classroom Rhythm Design Is According to Students' Online Feedback

Judging from the students' feedback on the two forms of recording and live broadcasting, the effect of live broadcasting is better than that of recording and broadcasting. The main reason is that the live classroom is more interactive, and the students' attention is more concentrated. After trying two recordings and broadcasting, this course adopted an online teaching method mainly based on live broadcasting. Compared with classroom lectures, online live broadcasts are more difficult for teachers to design classroom rhythm, because teachers cannot capture the overall status of students in real time, and they cannot understand students' energy input and knowledge understanding from eyes, expressions, movements, etc. Organization of classroom content in minutes is a huge challenge.

The characteristics of the course of "Advertising Planning" focus on analysis, discussion and practice. In essence, the teaching is centered on students. Therefore, the course is divided into 10-15 minutes as a unit of content, paused in time, and consciously collect students Feedback and adjust the rhythm of the class, it is easy to lock students' attention to the main line of the class. For example, when using Tencent classrooms for live broadcast teaching, teachers set up questions and options in advance and initiate voting or testing after analyzing advertising planning cases to mobilize the thinking and expression of all students. The number of votes can reflect the proportion of holding different views, help teachers understand the level of students' understanding, and also know the level of students' classroom input. If the total number of votes is lower than the number of students, it means that some students have left the classroom rhythm and need teacher's important reminder. Next, randomly select students with different views for debate and comment, which not only enlivens the classroom atmosphere, but also deepens the understanding of the case. If you use the Tencent conference for live teaching, after each content section, you can encourage students to share the screen and display their class notes or mind maps. If the students' thoughts are not clear enough, this part of the content needs to be strengthened.

No matter what online teaching platform is used, if the collection of student feedback is ignored, the classroom rhythm is difficult to control. Make full use of the real-time sharing and feedback functions of the online classroom, through the unitized rhythm design, to understand the student's learning status, which can provide a basis for the subsequent teaching.

## 3. Diversified and Refined Organization of Teaching Resource

The online teaching platform provides convenience for the sharing of teaching resources, and is conducive to the diversification and fine organization of teaching resources. In the usual offline teaching, although teachers and students are in the same physical space, they do not share the same network platform in real time. The teaching resources are mainly textbooks and courseware prepared by teachers. It is difficult for students to record, retrieve, expand and share completely. In online teaching, teachers and students interact with networked electronic devices at the same time, the scope of teaching materials is greatly expanded, and fine organization of teaching resources becomes possible.

Take practical teaching as an example, that is to encourage students to participate in the National College Students Advertising Art Competition and create advertising planning cases in accordance with the proposition requirements. Before self-creation, in order to help students be familiar with the work creation specifications and understand the proposition requirements in depth, teachers can introduce multi-level teaching resources in classroom teaching, including interpretation of propositions by industry experts, relevant marketing cases of enterprises, previous winning entries, etc. Combining students' blind spots and points of interest, conduct detailed teaching content arrangement. For example, when taking a class online, the teacher

will first share the screen, log on to the contest official website to display a certain proposition, and lead the students to read the question carefully and outline the key points. Please ask each student to summarize the keywords in the proposition and send a message through the chat window. The class soon finished learning from each other. Secondly, the teacher statistically summarizes the keywords summarized by the students, and at the same time invites the students to link to industry experts' proposition interpretation videos, online to find enterprise-related marketing cases and expand ideas. Next, based on keyword statistics, teachers comment on the students' overall understanding, combined with relevant theories, help students grasp the direction of the proposition, and form a clear logic for the goals and paths of creation. Finally, the teacher provides the students with a link to the winning collection of works. The students choose the works that they are interested in to learn, and then invite the students to share the screen to analyze the frame structure and creation gains and losses of the works. In this process, the learning resources available to students are stepped forward and expanded layer by layer around the teaching goals, which is not only more abundant than offline teaching, but also more targeted. Inspired by teachers and driven by classmates, students' learning initiative can be fully stimulated.

#### **4. Use Online Discussions to Strengthen Students' Creativity and Collaboration**

Creativity is the soul of advertising works. Collaboration runs through advertising planning. Creativity and collaboration are two core abilities cultivated in the course of "Advertising Planning". In traditional classroom teaching, these two abilities are mainly cultivated through brainstorming and group discussions in the classroom. They are limited to fixed seats, group inertia, and classroom time. In online teaching, although it is difficult to create an open discussion atmosphere, because students are silent by default and lack body language communication, but it shows outstanding advantages when conducting group discussions. That is to break through the limitations of space and time. Teachers can randomly train students for creative training. A student can also join several discussion groups at the same time. All groups are temporary and dynamic. The unfinished communication in the classroom can also be postponed to the end of the class, which greatly expands the scope of students' communication and enhances the adaptability of the students' team and also promotes the deep exploration of creativity.

When teacher in the online classroom giving the creative topics, students are randomly combined to discuss. Each group proposes multiple creative possibilities and states the reasons, and share them in a combination of graphics and text. Each time the teacher changes a creative theme, the group members will be changed randomly. Unused combinations are more likely to break the thinking inertia and conceptual barriers and form a new team atmosphere. All students can like or comment on the ideas posted in the discussion area of the class. If they still haven't got enough in class, they can continue to speak after class and add arguments. Compared with offline discussions, the collision of ideas and the divergence of thinking between students during online discussions are greater, interactions are more frequent, and creativity and collaboration skills are improved.

#### **5. Incorporate Online Interactive Indicators Into the Curriculum Incentive and Evaluation System**

When the teaching format changes, the incentive and evaluation system of the course also needs to be adjusted appropriately. The online interaction record of the students can be used as an important reference for the usual results. Taking the use of Chaoxing Learning Platform's online

teaching platform as an example, the author uses it as a supplement and extension of live broadcast classrooms for classroom sign-in, publishing assignments, chapter testing, organizing discussions, and sharing materials. Teachers can set the scoring criteria for interaction types and number of interactions to encourage students to participate more in online interactions. Through the records on the teaching platform, teachers can understand the completion of students, and indicators such as students' completion and activity also objectively reflect students' usual learning performance.

Making good use of the interactive record of students on the online teaching platform can urge students to better complete the learning tasks, and can effectively make up for some of the limitations of online teaching. As mentioned above, due to unstable network conditions, teachers and students are difficult to play audio and video advertising works and analyze them when teaching online live platforms. For the "Advertising Planning" course, audio and video works are not missing teaching content. Therefore, it is a feasible alternative to upload the audio and video materials needed in class to the teaching platform in advance. Teachers set aside time in the classroom for students to play, and monitor the actual viewing or listening of students from the interactive records of the platform. Wait for most students to complete the analysis or discussion. It can be seen that the rational design and effective use of online interactive indicators are helpful to promote students' learning enthusiasm and optimize the scientific management of courses.

## 6. Conclusion

Affected by the epidemic and lasting one semester of online teaching, teachers and students deeply appreciate the characteristics and differences of the online and offline teaching methods, each with its own advantages and disadvantages. In the case of only online teaching, how to use the existing experience and network resources to improve the teaching effect is an exploration direction of teaching reform. The online teaching of the "Advertising Planning" course has made some positive attempts, including classroom rhythm design based on students' online feedback, diversified and refined organization of teaching resources, and the use of online discussions to strengthen students' creativity and collaboration skills. Incorporating online interactive indicators into the curriculum incentive and evaluation system, and judging from the survey data submitted by students at the end of the semester on the quality of advertising planning and curriculum satisfaction, the effect of online teaching is worthy of recognition. Another data worth noting is that in the course feedback on whether to prefer to take classes in the classroom or online classes, 28 out of 55 students said they prefer to take classes in the classroom, accounting for about 50%, and 11 said they prefer online classes, accounting for about 20%, 16 said that the two feel the same, accounting for about 30%, reflecting that students have their own preferences, the overall acceptance of offline teaching is still higher than online teaching. Although the teaching reforms related to online teaching, such as flipped classrooms, smart classrooms, and MOOCs, have been promoted for many years, large-scale online teaching practice has just begun. The exploration and innovation of online teaching has also promoted the thinking of offline teaching reform. The two are not the relationship between subversion and substitution. How to integrate online teaching and offline teaching organically to achieve complementary promotion is a new subject worth study.

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