



# Research on the Teaching Reform of Advertising Course in Marketing Specialty

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**Abstract:** At present, many colleges and universities have set up “advertising” course, different professional background makes this course in teaching emphasis is also different. As an important course offered by marketing major, in the course of advertising teaching, we should not only combine the professional background, try our best to promote the students’ professional theory, but also strengthen its practicality and application according to the characteristics of the subject. Aiming at the problems existing in the teaching process of advertising in marketing specialty, combined with the teaching practice, this paper analyzes and studies from the aspects of curriculum reform direction, teaching methods and teaching effect, and discusses the reform of classroom practical teaching of advertising.

**Keywords:** Advertising; Teaching Practice; Teaching Reform

## 1. Give full play to professional advantages and make clear the direction of curriculum reform

At present, many colleges and universities have set up the course of “Advertising”, which is also a core course of marketing major. What is the difference between it and other major disciplines in the way of training students? This is the first question that a teacher should think about before engaging in teaching.

### 1.1 Clear professional orientation

Teachers in the course of teaching positioning is not accurate, it can not clear the way of thinking, grasp the focus of students without direction will learn muddleheaded, lack of concentration. For example, advertising courses are also offered in the major of art and design. In the face of competition among majors, how can we make use of our own professional foundation and professional advantages to make advertising courses in the major of marketing stand out their own characteristics in teaching, in the advertisement talented person’s training aspect highlights own superiority, then in the teaching first needs to have a clear localization. The students who major in art design have a good understanding of the originality and beauty of advertisement, so they pay more attention to the students’ ability of advertisement design and production. Marketing Professional advertising courses set up later, in the teaching orientation is somewhat ambiguous. Every year, art and design majors organize students to participate in various kinds of college students’ advertising planning competitions. Although they have achieved certain results, it is difficult to achieve good results. One of the important reasons is the lack of marketing theory and analytical ability, when it comes to strategic planning, it’s a weak link. They also offer marketing courses, but they are nothing compared to marketing students who study in a systematic way. This is a good inspiration for students and teachers of marketing. Since you can’t compete with them in advertising

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design, why not bring your expertise into play, the combination of several years of study of economics, Business Management and operation, marketing and other professional theory and knowledge, in the strategic aspects of advertising targeted, promote strengths and avoid weaknesses.

## 1.2 Choose suitable teaching materials

In the past “Advertising” in the teaching content of the theory of the general class professor accounted for the majority, the proportion of advertising practice is very small, according to the past course of the sample survey of students, about 75% of students think, there are many theoretical teaching in professional courses, and the knowledge is not systematic enough. It is necessary to increase practical teaching and improve practical ability. The teacher also has the intuition feeling in the teaching practice, the theory teaching focal point is not prominent, the student participates in the teaching practice degree to be insufficient. For the Teaching Materials of marketing, the domestic teaching materials generally pay attention to the theory narration, the practice teaching content is less, especially in the aspect of combining the theory with the practice and training the practical operating ability, which has been the insufficiency in the course design. In the syllabus, marketing offers 36 hours of advertising in a single semester. It is not enough to introduce the principles of advertising. There is no focus and teachers have to follow the textbook step by step. It not only makes teaching boring, but also kills students’ enthusiasm for learning. Through several years of teaching practice and the joint discussion of teachers and students, since the marketing specialty is located in the strategic aspect of advertising, the content of the teaching material should also emphasize the strategic aspect of advertising, and the content should also emphasize the actual more, after all, advertising is a very practical subject.

## 1.3 Enrich the teaching contents of the course

At present, the types of advertising teaching materials in the market are relatively single, most of the teaching materials are about basic principles, professional teaching materials are around advertising creativity, design and effectiveness evaluation. There are few teaching materials for marketing specialty, and the theory of advertising strategy design and other marketing means is obviously insufficient. In this field there are also some very good foreign professional works, in the classroom teaching and preparation process, can refer to. For example, George Feltham’s book *Advertising Creativity and Copywriting*, the content of the teaching material is specific and practical, is a very good advertising teaching material, beauty is the case in the book are from abroad, students are not familiar with the case, it is also difficult to collect specific information, in teaching practice to collect a wide range of domestic cases.

## 2. Improving teaching methods with students as the main body

In recent years, the idea of taking students as the main body has been advocated in the teaching of the world-class universities. In essence, it is to change the traditional teaching mode, to change the passive acceptance into active thinking, to stimulate the enthusiasm of students and to master the initiative of learning. The traditional teaching mode is teacher-centered. In the classroom, the teacher talks and the students listen. The knowledge dissemination has obvious one-way nature, which often causes the students to follow the rules and be short of creative ability. Advertising is a practical and innovative course, which requires students to have strong creative ability, master the comprehensive marketing professional theoretical knowledge. We urgently need to improve the teaching mode in the teaching. Therefore, we introduce various teaching methods such as discussion, question, team, speech, etc. to inspire students’ thinking and cultivate their innovative ability, “Take the student as the main body” permeates in each link of the advertising class teaching.

### 2.1 Discussion formula

In the traditional case teaching process, the teacher analyzes many, the student ponders very few. After taking the student as the main body, we can use the discussion case method, in the discussion process, the teacher guides, the student ponders, between the teacher and the student is one kind of equality, the democracy, the harmony and the exchange relations. The mutual inspiration and discussion between teachers and students fully mobilized the students’ subjective initiative, promoted the two-way transmission and absorption of knowledge, gradually developed the students’ habit of

active thinking, and made theoretical teaching no longer boring, it is to promote the professional theory application ability.

In the concrete teaching, we can use the common case analysis method in the marketing teaching for reference. Through the concrete analysis of the advertising marketing problem, we can help the students to apply the theory to the practice, develop the ability to find, analyze and solve problems. In the case study, the students can be divided into several groups, and each group can be assigned tasks and roles, which can greatly increase the participation of each student, enhance the exchange and discussion among students, gather ideas, and be guided by teachers, deepen the analysis and understanding of the problem in practice. In addition to the paper-based case materials, video case materials can be selected to test students' comprehensive mastery of marketing knowledge through the writing of a comprehensive marketing plan.

## **2.2 Question type**

The problem-based teaching method is to find out the difficult points of theoretical study and the key points of practical application in the teaching process, put forward in the form of problems, consciously guide the students to think deeply and communicate and discuss, and let the students in the process of exploring and solving problems, quickly understand and grasp the main points of theoretical knowledge, training and training the ability to connect theory with practice.

At the end of each lesson, the teacher can ask a series of questions. Students will think with questions and participate in class discussion with focus before the next lesson. For example, at the end of the chapter on creative advertising strategy, leave two question assignments: for a given ad, what is its idea? What is the unique form of expression in which this idea is realized? Students must think about these two questions outside of class because they will be discussed directly in the next class. This approach may put some pressure on students, stimulate students' interest in active research, improve their understanding of the theory they are studying, and improve their analytical skills. At the same time, teachers should design the teaching contents carefully according to the teaching content and the teaching goal, and put forward the questions of moderate difficulty and reasonable logic. In addition, the question had better be specific, not too broad, too abstract students often do not start, for example in the product chapter, leaving the question is: Research a product, list ten basic facts about it. How does it compare to its competitors? What are the features of the product? What's so special about the design? For the simple questions, teachers can ask questions directly in class, which not only saves class time, but also highlights the key points and difficulties, and then cultivate students' ability to find and solve problems.

## **2.3 Team style**

In traditional classroom teaching, there is more communication between teachers and students, and there is little debate among students. In the process of learning which is not open and closed, the depth of students' thinking is not enough, and it is not conducive to the cultivation of team spirit. The modern enterprise pays more and more attention to the team cooperation, whether has the team cooperation spirit to affect the future career directly, we need to cultivate this spirit in the student period.

Students are divided into groups of 4 to 6 people, usually on a voluntary basis. Each group has a different division of work according to their respective strengths. Some are responsible for overall planning, while others are responsible for collecting information, some responsible for making PPT, strong expression can be used as a group of speakers. Each case teaching, according to the need for discussion, the roles can be exchanged, as far as possible so that each student can be a comprehensive exercise. In the pre-class preparation, class discussion, after-class homework and other links, can be a group learning, synchronous test group teamwork ability. In this process, teachers focus on elicitation and guidance, provide some guidance and suggestions, and gradually lead the learning thinking to a deeper level.

## **2.4 Presentation**

An important part of team learning is to show the team's thinking results and cooperation ability. To this end, we reserve 10 minutes at the end of each class, five minutes for the team presentation, and five minutes for questions from the

audience. Speakers can be chosen by the team, or they can be divided into groups. The topic of the lecture may be ideas for pre-lecture thinking questions, or it may be the result of field work after class. In response to the questions raised by the speaker, the other members of the group could add. At the end of each lecture, the teacher determines the topic for the next lecture. The teams then choose their own topic. Which team will speak each time can be determined by drawing lots, or the topic can be chosen by each team. Lectures will also serve as an important basis for teachers to grade their teams.

Public speaking can train students' communication and writing ability in all aspects. If a group is used as a unit to design a planning and promotion document for a brand product, it is necessary to start with the design of a questionnaire and market research, analyze the product positioning and marketing objectives, and in the theoretical analysis, learn to use SWOT analysis to determine the advantages and disadvantages of the product marketing strategy, thus in-depth analysis and planning on product, price, channel, promotion. In this process, the team members should communicate, discuss, discuss the specific tactical arrangements; at the same time, the team members should carry out a reasonable division of labor, coordination to complete the work, and finally in the classroom with PPT presentation results. Such as the annual "Brand planning promotion contest", the joint market enterprises, the production of cooperative enterprise product design, brand planning, promotion program, improve the writing of planning and PPT display. The practice shows that the students are very interested in the writing of the proposal book, the content is rich and colorful, the PPT making is very exquisite, the exposition form is rich and varied, and the charm of the marketing specialty is fully felt in the group discussion and cooperation.

### **3. Paying attention to teaching effect and cultivating practical ability in an all-round way**

Through the above-mentioned teaching reform and practice of advertising course, students' learning effect and practical application ability are obvious, which is also a positive incentive to teachers' teaching, paying more attention to teaching effect and cultivating practical ability.

#### **3.1 Develop the ability to learn actively**

The attitude of study determines the effect of study, the idea of "Student-centered" is carried out in every link of classroom teaching, the enthusiasm and creativity of study and research are fully mobilized, and the passive study is changed into active study, learning efficiency and effectiveness have been significantly improved. In order to better complete the case study, students are more active in market research and analysis, more active in problem-solving, more in-depth study of the use of theoretical knowledge.

#### **3.2 Develop practical application skills**

Referring to the practice of grouping in marketing teaching, teachers organize group teaching activities, and group members communicate with each other, enlighten each other and discuss together around a set theme, and reach consensus through disputes, finally, the representative will present the results of the discussion. Group discussion not only shows the strength of the team, but also can improve the participation level of each student and fully display individual value.

#### **3.3 Develop teamwork skills**

In the process of team learning, students will learn to cooperate with others, be good at listening to others' opinions, have the courage to put forward their own views, and solve conflicts actively. Through team learning can also recognize their own shortcomings, in the process of communication with people to get training, gradually develop the ability to lead, organize, analyze and solve problems that marketers should have. Through the teamwork, not only to cultivate a valuable team spirit, but also to obtain the collective wisdom.

#### **3.4 Develop the ability to think holistically**

In the process of group discussion, there will be various conflicts and different opinions. Students can form a unified

opinion in a given time through analysis, persuasion, sub-group, compromise and so on.

However, this kind of student-centered teaching method also meets many problems at present. One is that students don't take the initiative. As a result of the long-term cultivation of "Indoctrination" education, students have developed the habit of passively accepting knowledge and not taking the initiative to answer questions in class, i feel that I can deal with the exam easily without reciting some knowledge points, and have a psychological resistance to the discussion and problem-based teaching methods. These are difficult to change in a short period of time, teachers need to pay more time and energy.

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