

Research on the Process Evaluation Model of Advertising Major

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Abstract

On the basis of previous research, this paper treats process evaluation and teachers' teaching methods, students' motivation, learning styles, learning effects and other factors as a complete system, and explores the methods and effectiveness of process evaluation from the interaction of various factors, and tries to establish a scientific, effective and feasible process evaluation model.

Keywords

Advertising major, Process evaluation, Teaching.

1. Introduction

With the continuous infiltration of Internet technology, the emergence of new marketing methods such as big data marketing, the advertising industry has undergone a huge change, the demand for talents has also changed, the classroom teaching of advertising major must introduce new concepts and new models. While the advertising major is a more practical one, teaching evaluation rests more on the level of summative evaluation, where judgments are made about what students have achieved - often based on exams or final assignments. Not enough attention is paid to the student's learning process, emotional experience in learning, attitudes, values, etc. In addition, the main body of evaluation is the teacher, students can only passively accept the teacher's evaluation, lack of reflection on their own learning process, once the test results are not satisfactory, often lose self-confidence and interest in learning. Therefore, the construction of an effective process evaluation model, the careful examination of each link, each step, each stage of the learning process, in the process of developing students' skills, exercise ability is an issue that the advertising profession must pay attention to.

2. The dilemma of applying process evaluation to advertising courses

Process evaluation is a kind of comprehensive examination of the student's learning process based on the teaching process. Process evaluation takes the value orientation of both goals and processes, and provides a comprehensive evaluation of the motivational effects of learning, processes and non-intellectual factors closely related to learning. Process evaluation can help teachers to target content and methods and motivate students to learn. However, there are difficulties in the promotion of process evaluation in the teaching process of the advertising profession.

2.1 Lack of understanding of process evaluation among teaching audiences

Through the pre-survey, it was found that for some advertising courses, students recognize the importance, but do not like it; the motivation structure is basically reasonable, but the level of motivation is not high; the level of learning strategies is low and learning is more passive; the self-evaluation of learning effectiveness is not high. Students tend to attribute the causes of poor learning to external, uncontrollable factors, and relatively ignore factors such as personal effort and the use of learning strategies and methods in learning. For students to be actively involved in teaching and learning, they must be given considerable time to understand that process-based assessment contributes to the learning of professional theories, enhances professional competence and thus motivates them to learn, changing the previous one-sided emphasis on summative assessment.

2.2 Criteria for process evaluation are difficult to define

Many teachers of advertising major have realized that the assessment and evaluation of professional courses is one of the key factors affecting the quality of advertising education, and the old and inflexible assessment methods are the bottleneck that constrains the reform of advertising teaching. Some scholars proposed to abolish the closed-book examination at the end of the mid-term and introduce big data advertising platform tools, intelligent marketing communication technology application, etc. into the classroom of advertising courses, using the completion of the project to evaluate the works or planning books submitted by students^[1]; some scholars proposed to include the works of students participating in advertising competitions as one of the objects of course evaluation^[2]; some scholars believed that the teaching of advertising courses is inseparable from the industry, and the evaluation of industry experts and some advertisers should also be introduced into the teaching evaluation, giving more objective scores^[3]. The above studies have pointed out that there are certain problems in the assessment and evaluation of courses in our country's higher education advertising majors, and have given solutions from different angles. However, the research perspective is more macro and the criteria for the implementation of the process evaluation are inconclusive and not very operational.

2.3 Long-term stable implementation of process evaluations is not easy

Although it has become a consensus among many advertising teachers to change the existing model of evaluation in advertising major, it is difficult to sustain the process of evaluation. Traditional summative evaluations tend to take the form of a single test paper, with a smaller workload and a more defined evaluation system. Process evaluation requires careful combing of teaching materials and selection of the most suitable teaching methods for the content of teaching, as well as the ability to design and produce multimedia, in order to provide students with the most appropriate assessment methods. According to the pre-survey, teachers of advertising major, especially young and middle-aged teachers, are more likely to take on teaching tasks in several specialized courses, which also means that once the process evaluation is implemented, the workload of professional teachers will increase several times. This has also directly contributed to the fact that in many university advertising majors, professional teachers shy away from process evaluation.

3. Construction of a process evaluation model for the advertising major

The process evaluation of the advertising major has problems such as the low level of understanding of the target audience, the difficulty of defining evaluation criteria and the difficulty of long-term stable implementation. In conjunction with the teaching practice of the author's university, the following methods and steps have been proposed for the construction of a process evaluation model that is relevant to reality.

3.1 Survey of the current state of students in professional courses

The survey method was combined with the interview method, and firstly, a whole group sampling method was used to randomly select a sample of advertising students according to their study number, and a questionnaire was issued to investigate the motivation, learning style and learning effect of the sample population in their professional studies. The students were then selected for a group interview and compared with the statistical results of the questionnaire. Finally, based on the interviews and surveys, the current status and outstanding issues of the professional course learning of advertising students are summarized.

3.2 Evaluation of the teaching methods of teachers in advertising major

A combination of individual in-depth interviews and group focus sessions were used to conduct in-depth interviews with professional teachers responsible for teaching professional theory courses in advertising. Interviews were conducted to learn about the teaching methods used by teachers of different professional courses and to assess how well the teaching methods fit with the content of the professional courses and the teaching objectives, as measured by the traditional-new scale that

assesses teaching methods. Finally, a comparison with the findings of the previous session identifies problematic points that need improvement.

3.3 Criteria, content and methods for the implementation of process evaluation in advertising major

Based on the evaluation theory of R.J. Stiggins, an American educational evaluator, and on the basis of the above-mentioned questionnaire and in-depth interviews, the following five dimensions were used to determine the process evaluation criteria for the professional course in advertising major, namely, the intellectual goal of acquiring specific knowledge; the reasoning and comprehension goal of analyzing, synthesizing, comparing, categorizing, and judging; the expressive skill goal of completing real tasks in specific situations; the goal of creating results of the work; and the development of attitudes and motivations such as emotions, attitudes and values throughout the learning process. Based on the above evaluation criteria, five evaluation methods, including knowledge skills, comprehension skills, performance skills, creative skills, and motivational strength, are determined and combined with the learning characteristics of advertising students, and three evaluation methods, such as paper and pencil test evaluation, expressive evaluation, and communicative evaluation, are selected and applied. The evaluation body includes the group, students, teachers, and outside participants.

3.4 An empirical study on the process evaluation of advertising major

Using the controlled experiment method, the experimental group which is the core course 'Advertising Creativity' and the professional development course 'Graphic Advertising Design and Production' of advertising majors were split into the experimental group and the control group which did not implement the process evaluation among the advertising major, and the comparative study was conducted. Under the premise of reasonable choice of teaching method, in the teaching process, the students' independent learning ability (collecting, analyzing, using information, etc.), communication and cooperation in the process of group collaboration, quality of learning results, learning strategies and character quality, etc., are evaluated in five dimensions of knowledge, reasoning and comprehension using a combination of paper and pencil test, expressive and communicative evaluation methods. Finally, the data collected from the experimental and control groups on the learning attitudes, knowledge skills, etc. of advertising students were compared, and the actual effect of the process evaluation was tested empirically.

3.5 Construction of a process evaluation model for advertising major

On the basis of the above empirical research, an attempt has been made to establish a scientific, effective and feasible model for the process evaluation of advertising major. The model is based on a comprehensive consideration of teachers' teaching methods, students' motivation, learning styles, learning effects and other factors, and integrates the process evaluation principles, evaluation dimensions and evaluation methods into a set of process evaluation design, and summarizes the evaluation model applicable to all professional courses in advertising major.

4. Conclusions

On the basis of previous researches, this paper considers process evaluation and teachers' teaching style, students' motivation, learning style, learning effect and other factors as a complete system, and explores the method and effectiveness of process evaluation in professional courses from the interaction of various factors, and tries to establish a scientific, effective and feasible process evaluation model. The model is based on a comprehensive grasp of the current situation and problems of advertising students' learning in professional courses, an evaluation of the teaching methods of advertising teachers in professional courses, a study of the results of the existing process evaluation, a combination of the characteristics of professional courses of advertising major to determine the criteria, content and methods of process evaluation, and an empirical test. It can help teachers of advertising major to optimize their teaching strategies, improve their teaching ability and generate

teaching wisdom, and also help students to see the problems in the learning process and summarize, so that students can better grasp the learning methods.

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