

The Impact of Experiential Learning on Teaching Satisfaction in Advertising Education

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ABSTRACT

Teaching satisfaction from the perspective of "student-centered" is an important basis for measuring the quality of talent cultivation. Experiential learning is a commonly used learning method in advertising education, and a questionnaire survey has been conducted to demonstrate the relationship between experiential learning and teaching satisfaction. Research has found a positive correlation between fully practical experiential learning and teaching satisfaction. Based on this discovery, the author has proposed a basic idea for designing experiential learning in advertising education.

Keywords: Advertising education, Experiential learning, Teaching satisfaction.

1. INTRODUCTION: PROPOSAL OF RESEARCH QUESTIONS

The core function of higher education in China is talent cultivation, and improving the quality of talent cultivation has become the core goal of colleges and universities and professional education. The new round of undergraduate education and teaching evaluation also adheres to the evaluation concept of "student-centered, output-oriented, and continuous improvement". Therefore, teaching satisfaction from the perspective of "student-centered" has become an important observation point in educational evaluation.

Due to the application of digital technologies such as big data, cloud computing, and artificial intelligence in the field of advertising, the operation mode and process of the advertising industry have undergone changes. In this digital marketing environment, "disconnection from the industry" has become an urgent problem to be solved in advertising education. To solve this problem, some advertising majors in colleges and universities introduce real enterprise marketing projects into the classroom, allowing students to master the homework methods and tools of digital advertising through experiential learning.

When introducing marketing projects of enterprises into teaching, different advertising

majors adopt different methods. Some introduce corporate marketing projects into teaching through subject competitions, while others collaborate with companies to directly introduce projects into courses. So, the research question of this article is: What is the relationship between the different experiential learning methods mentioned above and teaching satisfaction?

2. LITERATURE REVIEW ON FACTORS INFLUENCING TEACHING SATISFACTION

Existing research has found that teachers' teaching behavior, students' learning behavior, interdisciplinary learning, school type, and students' individual characteristics all have a certain degree of impact on teaching satisfaction. Among them, the two dimensions of teacher teaching and student learning are the key factors affecting teaching satisfaction. Firstly, at the level of teacher teaching dimensions, research has found that teacher teaching methods and their academic support for students outside of class significantly affect teaching satisfaction.[1] Secondly, at the level of student learning, the study has explored a significant relationship between students' learning styles and teaching satisfaction. There are different definitions of the connotation of students' learning styles in related studies. Some define and measure learning styles from the aspects of learning

motivation and learning strategies,[2] while others define learning styles from specific learning activities such as attendance, homework, and previewing.[3] Another study has compared the relationship between teaching behavior, student learning behavior, and teaching satisfaction, and found that the former had a greater impact, but also suggested that the two were interdependent.[4]

In the context of advertising education, existing research has explored the learning effects and reasons brought by experiential learning. These effects are reflected in: firstly, experiential learning can better enable students to master relevant knowledge and enhance their application abilities.[5] Secondly, it is the recruiter's recognition of the experience gained during the experiential learning process.[6] The reason why it can improve learning effectiveness is that some studies suggest that authentic feedback in experiential learning environments can help students realize that they are not working for grades. Both research and exploration have explored strategies for providing students with practical learning environments. By establishing partnerships with full-time advertising teachers and advertising professionals, students can be provided with authentic digital advertising learning experiences.[7] Regarding the types of practical projects that students participate in, scholars suggest choosing projects that provide students with more authentic and challenging experiences to help them understand industry demands and professional responsibilities.[8]

Through the above analysis, it can be found that although there have been studies demonstrating the impact of students' learning styles on teaching satisfaction, there is still no in-depth exploration of the relationship between practical experiential learning as a learning method and teaching satisfaction. Therefore, this article studies the relationship between practical experiential learning and teaching satisfaction in the context of advertising education.

3. THE RELATIONSHIP BETWEEN DIFFERENT EXPERIENTIAL LEARNING AND TEACHING SATISFACTION IN ADVERTISING EDUCATION

3.1 Classification and Differences of Practical Experiential Learning in Advertising Education

Digital marketing technology has brought about a dramatic change in the advertising industry, and advertising majors have adopted various types of experiential learning methods to bridge the "gap" between advertising education and the industry. These experiential learning methods include simulated marketing projects designed by teachers, advertising subject competitions, new media account operations, real enterprise marketing projects, etc. Based on whether the advertising works can receive real market feedback and the level of investment risk borne by the service subject and object, these experiential learning can be divided into the following two categories.

3.1.1 Incomplete Practical Experiential Learning

A large number of advertising majors in China use advertising competitions as experiential learning programs, such as the National College Student Advertising Art Competition, the China College Student Advertising Art Festival Academy Award, One Show, and the Times Golden Calf Award. These competitions often use marketing projects of enterprises as propositions, providing students with a learning experience of "real questions and real actions". At present, the participation rate of advertising majors in such competitions in China is very high due to the following reasons. Firstly, a direct mechanism for integrating industry and education has not yet been formed, so it is still necessary to rely on third-party event intermediaries to indirectly obtain enterprise marketing projects. Secondly, in the evaluation of higher education teaching, the level and quantity of student awards have become important indicators for assessing the quality of talent cultivation in colleges and universities. Under the strategy of benchmarking, advertising majors generally reward award-winning students and mentors. This has also become an important reason why advertising majors adopt advertising subject competitions as

the main or even the only experiential learning program.

Although the advertising competition focuses on real marketing projects of enterprises, the advertising works in the competition are not directly launched into the market, but are evaluated by a judging panel composed of industry experts and teachers. As a result, the advertising works produced in the competition did not receive real market feedback, and the investment risk level of both enterprises and students was not high.

3.1.2 Fully Practical Experiential Learning

The fully practical experiential learning method refers to placing completed advertising works in the market and directly obtaining market feedback in real marketing projects of enterprises. In order to promote talent cultivation and meet social needs, the "Several Opinions of the General Office of the State Council on Deepening the Integration of Industry and Education" proposes to promote a task-based training model that is oriented towards the real production environment of enterprises, and advocates integrating enterprise projects into the talent cultivation process.

A fully practical project, compared to an incomplete practical project, lies in placing

advertising works in the market and obtaining real market feedback. Moreover, it is precisely because the work needs to be released to the market to obtain genuine feedback that the initial advertising research must also be conducted in a real environment. In this process, both the advertising client - the enterprise, and the service provider - the students will bear certain responsibilities and risks. From this, students experienced a real closed-loop advertising operation process.

So, is there a correlation between these two different experiential learning methods and teaching satisfaction? This article measures the correlation between the two through questionnaire surveys and data analysis.

4. THE CORRELATION BETWEEN FULLY PRACTICAL EXPERIENTIAL LEARNING AND TEACHING SATISFACTION

Using snowball sampling method, 529 questionnaires have been distributed to advertising majors nationwide, and 499 valid samples have been collected. According to the statistics of the respondents' network IP addresses, the sample distribution is as follows, covering 24 provinces across the country. ("Table 1")

Table 1. Student sample distribution

Student grade	Number of people	Proportion in total population
Freshman	31	6.21%
Sophomore	209	41.88%
Junior	126	25.25%
Senior	133	26.65%
Total	499	100%

A chi-square analysis has been conducted on whether students had participated in real industry projects other than advertising competitions and their evaluation of their own practical abilities, showing $p < 0.01$, which indicates a significant correlation between students who had participated in real industry projects and those who had not. The results have shown that students who have participated in industry practical projects at all levels have significantly higher evaluations of their own abilities than students who have not

participated in industry practical projects. ("Table 2")

Table 2. The relationship between participating in industry practical projects and evaluating students' own practical abilities

Chi-square analysis results						
Topic	Name	Besides advertising competitions, have you also participated in real industry practical projects?(%)		Total	x ²	p
		Yes	No			
Evaluation of one's own practical ability	Very Strong	28 (21.21)	19 (5.18)	47 (9.42)	37.968	0.000**
	Relatively strong	45 (34.09)	101 (27.52)	146 (29.26)		
	Normal	50 (37.88)	186 (50.68)	236 (47.29)		
	Relatively weak	7 (5.30)	49 (13.35)	56 (11.22)		
	Very weak	2 (1.52)	12 (3.27)	14 (2.81)		
Total		132	367	499		

a *p<0.05 **p<0.01

A chi-square analysis has been conducted on whether students had participated in real industry projects other than advertising competitions and their satisfaction with practical teaching in advertising, showing a significant correlation

between the two, with p<0.01. The results have shown that students who had participated in industry practical projects had significantly higher satisfaction with practical teaching in advertising than those who had not. ("Table 3")

Table 3. The relationship between participation in industry practical projects and satisfaction with advertising practical teaching

Chi-square analysis results						
Topic	Name	Besides advertising competitions, have you also participated in real industry practical projects?(%)		Total	x ²	p
		Yes	No			
Satisfaction of practical teaching for advertising majors	Very satisfied	53 (40.15)	72 (19.62)	125 (25.05)	31.828	0.000**
	Relatively satisfied	49 (37.12)	121 (32.97)	170 (34.07)		
	Normal	23 (17.42)	137 (37.33)	160 (32.06)		
	Relatively unsatisfied	6 (4.55)	26 (7.08)	32 (6.41)		
	Very weak	1 (0.76)	11 (3.00)	12 (2.40)		
Total		132	367	499		

a *p<0.05 **p<0.01

5. THE IMPLEMENTATION PATH OF PRACTICAL EXPERIENTIAL LEARNING IN ADVERTISING EDUCATION

In order to improve teaching satisfaction and students' practical abilities, this article discusses the implementation of experiential learning in advertising education from four aspects: subject composition, project organization, theoretical content, and evaluation methods.

5.1 Building a Practical Community with Social Role Division of Labor

Students learn real advertising roles and undertake corresponding work tasks through practical experiential learning. In the real practical field, in order to collaborate and complete practical tasks, members are assigned different social roles according to task requirements and competencies. The original roles of students are reconstructed, the relationships between students are broken, and members are endowed with meaningful social identities, generating new roles and role relationships. Linton, a representative of structural role theory, believes that roles are the cornerstone

of building social systems, and actors play their own roles in social networks with corresponding positions and responsibilities.[9]

Becoming a certain advertiser role brings different experiences to students compared to playing a certain advertiser role. The former will stimulate students' sense of work responsibility and inspire their enthusiasm to work together to complete practical projects. Therefore, in experiential learning, it is necessary to construct a practical community and create a practical field for learning job roles.

5.2 Adopting a Cascading Practical Digital Advertising Marketing Project

A cascaded structure can be adopted to organize and arrange experiential learning projects. Cascade structure, in information science experiments, refers to a training framework that trains layer by layer, in which subsequent classifiers are trained using feedback from the previous layer.[10] The cascading structure of experiential learning projects refers to the organization and arrangement of incomplete practical projects, fully practical projects, and iterative fully practical projects. This is also different from the progressive structure, which emphasizes the correlation between learning content between projects.

Students' practical abilities need to be gradually trained and accumulated, and incomplete practical experiential learning is also a beneficial learning stage. However, relying solely on this experiential learning approach may result in a lack of market feedback for students' advertising works. Directly adopting fully practical experiential learning projects may put the enterprise at risk of "burning money" and thus lose the opportunity for long-term cooperation with the enterprise. Therefore, it is necessary to use cascading projects of the same type but different market risks to gradually improve students' practical abilities.

5.3 Reverse Design Theoretical Course Content According to Learning Needs

In the curriculum of advertising studies, there is often a problem of repeated course content. For example, "Advertising Planning", "Advertising Creativity", and "Advertising Writing" are core courses that are independently offered in advertising majors, but there may be some knowledge nesting and repetition in the content of these three courses. When compiling textbooks, in

order to ensure the completeness of knowledge, advertising planning and writing will involve some advertising creativity, advertising research, and other content.

In experiential learning, students' practical logic and knowledge logic are not the same when completing projects. The three teachers of the advertising major at Shenzhen University have deleted the original repetitive content between the courses according to the needs of the students and collaborated on teaching in different knowledge modules. The advertising major of Peking University found new knowledge needs in the students' experiential learning, added "Advertising Law", "Internet Advertising Management Regulations" and other contents in the course, and also strengthened the teaching of weak links in practice, such as strategy formulation and advertising optimization. Therefore, course content can be integrated or designed based on the practical needs of students in experiential learning.

5.4 Implementing a Multi-dimensional Evaluation Guided by Learning Outcomes

In incomplete practical experiential learning represented by subject competitions, advertising industry experts are generally appointed as judges to evaluate students' works, which may have a "middle ground" between the actual feedback from the market. And fully practical experiential learning, when advertising works are truly put into the market, can receive market effect conversion of advertising, such as sales conversion, communication indicators and other data. Through real market feedback, students can form action reflection and optimize advertising plans. Reflection on action also brings the possibility of knowledge production. For example, in experiential learning of digital marketing, students majoring in advertising at Peking University have published numerous research papers related to digital advertising.[11]

Adopting multiple evaluation methods can ensure the comprehensiveness and objectivity of learning effectiveness evaluation. In terms of evaluation subjects, representatives from enterprises, experts from the advertising industry, and teachers on campus constitute a diverse evaluation body to ensure the objectivity of the evaluation. In terms of evaluation criteria, combining market feedback with student performance ensures the comprehensiveness of

learning effectiveness evaluation. The educational purpose of implementing fully practical projects is to cultivate students, rather than simply pursuing market value. While valuing market feedback, students' teamwork, proposal reporting performance, and other aspects are also used as evaluation criteria. It is necessary to adhere to student-centered approach, guided by students' learning outcomes, and avoid falling into the misconception that traffic is king. In experiential learning, implementing a multi-dimensional evaluation guided by learning outcomes also provides ideas for the implementation of a new paradigm of teaching evaluation in universities.

6. CONCLUSION

The core function of higher education is talent cultivation, and teaching satisfaction is a reflection of the quality of talent cultivation centered on students. In the era of digital marketing, advertising majors often adopt experiential learning methods, introducing real digital marketing projects of enterprises into the classroom to bridge the gap between advertising education and the advertising industry. Research has shown that there is a positive correlation between fully practical experiential learning methods and teaching satisfaction. By studying marketing projects with market feedback, students' evaluation of their practical abilities has been enhanced, and their perception of teaching satisfaction has also been improved. Therefore, advertising education needs to design reasonable experiential learning methods. The first is to construct a community of experiential learning practices. The second is to adopt a cascading structure to organize and arrange experiential learning projects. The third is to reverse design theoretical course content based on experiential learning needs. The fourth is to implement a multi-dimensional evaluation guided by learning outcomes. Taking multiple measures to further enhance students' perception of teaching satisfaction also means improving the quality of talent cultivation.

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