

# Discussion and Practice of Online and Offline Mixed Teaching Reform of Advertising Art Design Major in Open Education

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**Abstract:** Teaching reform is an important work indispensable for the long-term development of the open university, and it is also the development trend of the advertising art design major in open education to keep up with the new media era. Based on the current situation of advertising art design major in open education, this paper analyzes the necessity of implementing the online and offline mixed teaching reform in this major, and puts forward the specific teaching reform measures in three aspects.

**Keywords:** Open education; Advertising; Art design; Teaching reform

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## 1. Introduction

Online teaching has always been the main teaching method in open education, which is not limited by time and space, and can effectively solve the contradiction between work and study of open education students. However, many studies have shown that there is a certain gap between the teaching effect of online teaching and that of offline face-to-face teaching. Based on online course resources, the online and offline mixed teaching mode can combine the advantages of online teaching and offline face-to-face teaching, and combine the convenience of online teaching with the high quality of offline teaching. It is a teaching mode suitable for open education.

In the Open University of China (OUC) Comprehensive Reform Plan issued by the Ministry of Education in 2022, a series of important measures and requirements were mentioned, including optimizing professional construction, deepening curriculum reform, strengthening practical training and operation links, and innovating diversified teaching modes. It aims to improve the quality of education at the Open University of China (OUC) to better meet the needs of students. In recent years, from the national open university to the local open university, the reform of teaching mode has been promoted based on their own actual conditions, in which the online and offline mixed teaching mode has been widely implemented<sup>[1]</sup>. This study takes advertising art design major of open education as an example to explore the mixed teaching mode of online and offline.

## **2. Analysis of the current situation of advertising art design major in open education**

### **2.1. Major characteristics**

Advertising Art Design is an open education major set up by the OUC. According to the talent training program of the Advertising Art Design major of the OUC and the author's many years of front-line teaching experience, this major is summarized into three major training goals, namely, "spreading advertising concept," "improving artistic quality," and "mastering vocational skills." "Spreading advertising concept" requires the teaching content to be based on the theoretical knowledge of the major, so that students can be familiar with the basic theory and basic operation process of modern advertising. "Improving artistic quality" requires aesthetic education teaching as the core, to help students to have a certain art foundation, to cultivate students' aesthetic sentiment and innovation consciousness. "Mastering vocational skills" requires students to master the basic vocational skills of advertising design and production as well as the operation methods of related software. Although the three training objectives are different, they are integrated with each other, and they can jointly train skilled professionals and high-quality workers who can be engaged in design, production, and other practical work in advertising companies, media agencies, Internet companies, publishing agencies, government and enterprises, and public institutions as well as other cultural and creative industry institutions.

In terms of major setup, Ningbo Open University, for example, offers seven modules: professional basic courses, professional core courses, general courses, comprehensive practice, public English courses, ideological and political courses, and other courses, according to the minimum graduation credits of 79 required by the OUC major plan. Professional basic courses include composition, introduction to advertising, aesthetic principles, color, sketch; core courses include user interface (UI) design, computer graphic design 1, computer graphic design 2, fundamentals of visual design, and evaluation of excellent advertising works<sup>[2]</sup>. It can be seen that in addition to some theoretical courses, most of the other professional courses are practical courses, such as sketching, UI design, etc.

### **2.2. Study situation investigation and analysis**

An online questionnaire survey was conducted for the current and former students majoring in advertising art design of Ningbo Open University. 100 questionnaires were distributed, and 71 valid questionnaires were obtained. The questionnaire consisted of 12 survey questions in four modules: students' enrollment needs, online teaching feedback, offline teaching feedback, and graduation practice.

In the module of "students' enrollment needs," the survey results showed that the students in this major were mainly distributed in the age range of 20–35, accounting for 84.5%; 64.5% of the students said that they had never received advertising design related education and work background before, and 35.5% of the students said the opposite. In addition, 70.4% of the students chose this major because they liked it and wanted to learn more about it, and 29.6% of the students graduated easily because of the large proportion of exams in this major. In the "online teaching feedback" module, the survey results showed that, 61.9% of students said that the biggest difficulty they encountered in learning on one network and one platform is "complex platform operation and low learning efficiency," 52.1% of students thought that "online learning lacks learning atmosphere." In addition, the survey found that the largest factor affecting students' learning enthusiasm was "contradiction between work and study," accounting for 76%, followed by "teaching content is not helpful and too outdated," accounting for 24%. In the "offline teaching feedback" module, the survey results showed that 90.1% of students thought that offline face-to-face teaching should fully consider the time arrangement and should not conflict with students' work; 54.9% of the students expressed the hope to increase the interest of offline face-to-face courses, especially the face-to-face teaching scene that is not limited to the classroom. Lastly, in the

“graduation practice” module, the survey results showed that 70.4% of students hoped to use advertising as their graduation assignment, and 29.6% of students hoped to use thesis as their graduation assignment.

Although the results of the survey cannot represent the situation of the students in this major across the country, they can provide effective data support for the subsequent teaching reform of the advertising art design major of Ningbo Open University.

### **3. Necessity of online and offline mixed teaching reform**

#### **3.1. Requirement of high-quality development of open education**

High-quality development is the key to building a powerful higher education, and it is also the main direction and trend of the reform and development of various higher education. At the first Party Congress in November 2019, the OUC proposed the strategy of “creating excellence and improving quality” in academic qualification education, and issued Several Opinions on Improving the Quality of Education and Teaching in January 2020, aiming to continuously improve the level of education and teaching, and ensure the continuous improvement of education quality. In recent years, the OUC and local open university are actively responding to the call of “creating excellent and improving quality” strategy, in the construction of high-quality teaching, there are different degrees of promotion of online and offline mixed teaching reform. However, the high-quality development of open education cannot be limited to some major majors, such as administrative management and human resource management, but to build an all-round high-quality open education. The author finds that there are few researches on the online and offline mixed teaching reform for the major of advertising art design in open education. Therefore, it is necessary to reform the teaching mode of advertising art design major in open education. We should make full use of information technology and Internet technology to promote online and offline mixed teaching mode in order to meet the new requirements of high-quality development of open education.

#### **3.2. Rapidly changing needs of the advertising industry**

With the continuous development of Internet technology, the new media era has brought development opportunities for various emerging industries, and the advertising industry has also been vigorously developed. From “emotional marketing” to “short video marketing,” some novel advertising methods emerge in an endless stream, and the demand for related professionals is increasing. In order to give full play to the value of advertising art design in open education for social development, it is necessary to reform and innovate teaching based on the demand characteristics of advertising professionals in the new media era, and focus on the real-time intersection of the design of teaching content and the demand of advertising industry. The purpose of promoting the online and offline mixed teaching mode is not only to ensure that students master the basic theoretical knowledge and technical literacy, but more importantly, it aims to focus on the cultivation of students’ practical application ability, innovation ability, artistic aesthetic ability, and other comprehensive abilities. This teaching model is designed to ensure that students are able to adapt to the challenges posed by new media and meet the evolving needs of the advertising industry. Through this comprehensive training, students will be better integrated into the industry and be more competitive<sup>[3]</sup>.

#### **3.3. Demands for high standard training of students**

At present, most of the students majoring in advertising art design in open education are graduates and practitioners who have just entered the society or are in the early stage of their careers, aged between 20 and 35. These students usually have a strong interest in advertising art design, and are eager to improve their

professional abilities and skills through study and practice<sup>[4]</sup>. However, it can be found from the study that most of the students in this major are not engaged in the work related to this major, and the students have weak theoretical foundation, low vocational skills, a lack of artistic quality, and they face problems such as contradictions between work and learning. Traditional online teaching in open education cannot achieve satisfactory teaching results, and students' demands for training cannot be solved. While helping students to improve their academic qualifications, this major uses the mixed teaching mode of online and offline to achieve three major training goals, strengthen professional ability, and provide high-quality and personalized teaching services for different students.

## **4. Discussion on the implementation strategy of mixed teaching in advertising art design major of open education**

The author believes that the specific implementation strategy of the online and offline mixed teaching reform in advertising art design major of open education can be started from three aspects: strengthening the construction of teaching team, online teaching organization and implementation, and offline teaching organization and implementation. Strengthening the construction of teachers is the core aspect, which requires the teaching reform of this major to grasp both online and offline teaching and advance hand in hand.

### **4.1. Strengthening the construction of teaching team**

In open education, there are cross-professional, cross-role, cross-school, and other problems in the teacher team, but the maturity of the teaching team is directly related to the smooth development of the teaching reform of the professional course, and it is the fundamental aspect for the online and offline mixed teaching reform. Therefore, it is necessary to strengthen the construction of the teaching team, the specific content is divided into the following two points.

#### **4.1.1. Promoting team construction and mutual benefits**

With the "one network one platform" of the OUC as the main platform for online teaching, and the core teaching team of national open university advertising art design major as the lead, the core teaching team of the OUC is promoted to realize the multi-directional co-construction and sharing of online teaching resources and offline practical teaching activities between OUC core teaching team, and each branch school and teaching site.

#### **4.1.2. Providing guidelines for implementing mixed teaching**

It is necessary to strengthen the professional training of teachers, promote the updating of teaching concepts, especially the application of information technology, master the operating norms of "one network one platform," and ensure the smooth development of online teaching. The core teaching team of OUC should actively organize teaching seminars, provide practical and feasible guidelines for the implementation of mixed teaching for teachers, guide and help teachers to carry out offline teaching, and work together to improve the application effect of mixed teaching.

### **4.2. Organization and implementation of online teaching**

Due to the particularity of open education, online teaching has always been the core content of open education, and it is also the "source of life" for the long-term development of open education. In the study, 70.4% of students preferred online teaching, thus improving online teaching is the core task of the teaching reform of this

major.

#### **4.2.1. Establishing an online teaching service team**

In the investigation of the learning situation of this major, it was found that 61.9% of students provided feedback that the interface operation is complicated when learning on the online teaching platform, which affects the learning enthusiasm and leads to low learning efficiency. Therefore, it is necessary to set up an online teaching service team to solve the difficulties encountered by students in the process of online learning. The service team can be composed of the responsible teachers of each course, the head teacher, and the person in charge of the teaching site. The division of labor within the team is clear. According to the content of “guiding learning + aiding learning + promoting learning,” the service team can timely provide feedback and solve the professional and technical problems encountered by students in the process of online learning, and provide students with good teaching services<sup>[5]</sup>.

#### **4.2.2. Improving the construction of curriculum resources**

The advertising art design major carries out teaching work around the three talent training goals of “spreading advertising concept,” “improving artistic quality,” and “mastering vocational skills,” and it should build high-quality course resources oriented to meet vocational needs. High-quality course resources should mainly include online teaching video, excellent work cases, and course assessment program. The teaching video is produced in the form of “course theory + case analysis + practical operation.” The duration of each video should not be too long, generally 5 to 15 minutes, of which the total duration of practical operation part is not less than 40%. Excellent work cases are a supplement to online teaching video. After watching the video, students can repeatedly and continuously digest the knowledge points based on the cases. Besides, they should timely update and supplement the cutting-edge cases in the advertising industry to ensure that the case pictures are clear and the source files are complete and effective. Course assessment program adopts a dynamic assessment model, which is divided into two dimensions: formative assessment and final assessment<sup>[6]</sup>. The formative assessment mainly includes class attendance, in-line test, bulletin board system (BBS) interactive discussion, etc. The final assessment is based on the advertisement course assignment.

#### **4.2.3. “Three levels of the same force” in creating high-quality online teaching**

Compared with video teaching, online teaching has a stronger sense of participation and interaction, and it has become the main teaching approach for students in the field of open education. However, at present, there are still significant problems in online teaching, such as students’ weak sense of presence, low participation in learning, and poor learning effect<sup>[7]</sup>. Therefore, in order to effectively improve the quality of online teaching in open education, this paper, combined with the characteristics of advertising art design, puts forward three stages of guiding and promoting learning (before live broadcasting), teacher-student interaction (during live broadcasting), and teaching evaluation (after live broadcasting), to guarantee the quality of online teaching in open education. The purpose of guiding and promoting learning is to improve students’ attendance rate in online teaching. The head teacher should publish the schedule of online classes for the week in the student teaching service group every week, and the teacher should remind the students of the name, time, and link of the class on the day of online teaching. In online teaching, teachers should be capable of using the network language that students are familiar with, as well as hot events or cases related to the course, in order to communicate and interact with students. This can shorten the distance between teachers and students, create a relaxed and pleasant classroom atmosphere, help to enhance students’ sense of participation and learning interest, and improve the teaching effect. For example, when teaching the content of “advertising marketing,” teachers can refer to the

currently hot topic of “sauce latte” marketing case to organize interactive discussions among students. Teaching evaluation is an important section in the process of education and teaching, which aims to improve teachers’ teaching effect. The person in charge of the major can distribute questionnaires to the students for the evaluation of the teaching effect after the online teaching.

### **4.3. Organization and implementation of offline teaching**

Offline teaching is the main breakthrough and display window for the reform of mixed online and offline teaching. The traditional knowledge-oriented offline teaching has problems such as low student attendance rate and single teaching form, thus the offline teaching reform of this major can be based on improving the interest, practicality, and career-orientation.

#### **4.3.1. Increasing the interest of teaching through “art research”**

Offline teaching should change the traditional single indoctrination classroom teaching, increase the interest of offline courses, so as to mobilize the enthusiasm of students for participating in offline courses. In the offline teaching of advertising art design major, “art research” activities can be arranged for unique offline classes. Taking the offline teaching of “color” in Ningbo Open University as an example, the course has arranged four face-to-face lectures, among which the first face-to-face class was a visit to Ningbo Art Museum in the form of “art research,” during which the basic methods of color application were explained to students in the art museum combined with works, and students were guided to participate in interactive discussions. In addition, students were taught in the form of “demonstration + guidance” in the painting and calligraphy class for three times, and according to the course assessment plan, students were provided with a still life platform to complete the color sketching homework.

#### **4.3.2. Carrying out practical teaching by “promoting learning through competition”**

In the teaching process of advertising art design major in open education, the lack of practice is always a shortcoming, and practical teaching is the key direction of the teaching work of this major. In order to implement the practicability of the teaching process, we may try to carry out practical teaching by “promoting learning through competition.” Students can participate in the competition to sum up scattered knowledge and apply it according to the requirements of the advertising market, in order to have a deeper understanding and grasp of their own profession, and improve their professional skills <sup>[6]</sup>. For example, the National College Advertising Art Competition (A-level competition), as a national college advertising design competition, attracts thousands of colleges and universities, and hundreds of thousands of works every year. It is a large-scale competition, with extensive influence, a large number of participants, and fierce competition. However, due to the high difficulty of the Grand Competition, it is difficult for most open education students to enter the national competition and win the prize. In order to encourage students’ learning enthusiasm, and provide more opportunities for practice and testing, the author actively advocates that open universities at all levels can independently or jointly hold campus competitions related to advertising art design, with rich content and various forms. Excellent works exhibition can be organized after the competition to give open education students more opportunities to display their works and compete, and the winning works can be directly used as practical graduation assignment. This not only increases the interaction between students and the open university, but also stimulates the students’ enthusiasm to participate in the competition, and creates a good teaching atmosphere.

### **4.3.3. Realizing real-time intersection of teaching and occupation through “integration of production and education”**

Carrying out practical teaching in open education is an important means to train applied and skilled talents. The introduction of the concept of “integration of production and education” to create an “advertising studio” can meet the diversified needs of students, highlight the practicability of professional teaching, connect the social situation and the needs of enterprises, and realize the real-time intersection of teaching and occupation. The “advertising studio” can undertake external advertising design projects led by the teachers of the major, and then the students of the major openly recruit the members of the studio to form a project team, and the teachers and students can cooperate to complete the advertising design project. “Studio system” provides students with an environment to show their offline practical skill, which can better train and improve students’ practical skill and comprehensive skill. It can not only give full play to the main role of students, but can also promote the improvement of teachers’ own hands-on skill, creative teaching thinking, and teaching organization skill, which is helpful to cultivate “double-qualified” teachers.

## **5. Conclusion**

Under the background of the strategy of “creating excellence and improving quality” in open education, the teaching reform of advertising art design major is imminent, thus it is necessary to actively follow the development trend and implement the mixed teaching mode of online and offline. Moreover, it is also necessary to make full use of the information advantages of open education, and integrate practical teaching and vocational skill training into the teaching process, strengthen and highlight the teaching effect of advertising art design major in “spreading advertising concept,” “improving artistic quality,” and “mastering vocational skills,” and train more senior applied talents in line with market demand for the advertising industry.

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