RESEARCH ON THE TEACHING MODE OPTIMIZATION OF THE "ADVERTISING PLANNING AND CREATIVITY" COURSE IN HIGHER VOCATIONAL COLLEGES — A CASE STUDY OF QUANZHOU COLLEGE OF TECHNOLOGY

XINPING HUANG
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XINPING HUANG

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Advisor:..

(Dr. Zhang Li)

Date: ......11../........9...../....2023

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(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business Administration

Date............20../.......9...../.....๒๐๒๓

Siam University, Bangkok, Thailand

Title: Research on the Teaching Mode Optimization of the "Advertising Planning and Creativity" Course in Higher Vocational Colleges — A Case Study of Quanzhou College of Technology

By: XINPING HUANG

Degree: Master of Business Administration

Major: Education Management

Advisor：

....

(Dr. Zhang Li)

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ABSTRACT

This paper aims to study the methods of optimizing teaching mode under the reform of talent training mode of advertising art and design major in higher vocational colleges in the information age, and improve students 'comprehensive quality to cope with future career development. The three purposes of this study are: 1) To explore the learning status of students after using project teaching; 2) Research methods to improve teaching and learning effectiveness; 3) Optimize project teaching mode.

This paper adopts a mixed research method and takes the Advertising Planning and Creativity course of Advertising Art Design major of Quanzhou College of Technology as an example. It uses literature analysis to summarize the research status quo, development trend and research hot spots of project teaching at home and abroad. It also uses questionnaire survey and interview method to analyze students' learning status and teaching status and existing problems in the teaching process of project teaching. Then put forward the corresponding solution measures. The research results show that the project teaching of Advertising Planning and Creativity is conducive to improving students' learning effect, cultivating students' awareness of independent innovation and cooperation, and improving students' comprehensive professional ability. At the same time, there are some problems in the implementation of the project teaching, such as the lack of students' own ability, the lack of teachers' own ability, the difficulty of project teaching selection and the imperfect teaching evaluation. The improvement path of teaching mode starts from the transformation of teachers' role orientation, strengthening the teaching experience of projects, selecting suitable projects for teaching, providing personalized guidance to students, and stimulating and maintaining students' learning interest. Secondly, from the four aspects of pre-class, during class, after class and teaching evaluation, the teaching

mode of Advertising Planning and Creativity is optimized: the project teaching mode is constructed with "student-centered, teaching goal oriented, practical cooperation as the principle and diversified teaching evaluation." It is hoped that the research of this paper will have certain guiding significance for the reform of the teaching mode of Advertising Planning and Creativity in higher vocational colleges.

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Finally, I would like to extend my appreciation to all the faculty members and staff of the Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.

Declaration

I, XINPING HUANG, hereby certify that the work embodied in this independent study entitled "Research on the Teaching Mode Optimization of the "Advertising Planning and Creativity" Course in Higher Vocational Colleges — A Case Study of Quanzhou College of Technology" is result of original research and has not been submitted for a higher degree to any other university or institution.

HUANG XinPing

(XINPING HUANG)

Feb 27, 2023

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Chapter 1 Introduction

1.1 Background of the Study

The vigorous development of science and technology and information technology has prompted significant changes in all aspects of social life. Every technological change brings comprehensive and inflammatory changes to all walks of life. In the face of changes in social development, the concept of talent training in the education industry also needs to be constantly updated. The "National Medium and Long-Term Educational Reform and Development Plan (2010-2020)" put forward that it is required to "vigorously develop vocational education," and vocational education should be "service-oriented, employment-oriented, and ability-based." Cultivate high-skilled application-oriented talents for modernization (Zhang, Liu & Guo, 2010). In recent years, with the development of society, the demand for high-quality and high-level skills has been increasing, and curriculum reform has also entered a stage of deepening development. This poses new challenges to the structural reform of the talent supply side in higher education.

According to the background of the current life, adjusting the individual development needs of students and cultivating excellent advertising talents that meet the needs of the actual industry in the country is one of the training goals of the advertising art design major in higher vocational colleges. Advertising is a very practical major. "Advertising Planning and Creativity" is the core course for advertising majors. It can effectively cultivate the creative thinking of students majoring in advertising art design and improve students' logic, practice, and hands-on ability (Fu & Gao, 2021). For the cultivation of talents in this major, it is far from enough to only use traditional teaching methods and focus on imparting knowledge.It necessary to innovate teaching methods. Therefore, the teaching of this course in higher vocational colleges mainly adopts practical teaching methods to cultivate students' ability to apply knowledge to practice in limited classroom time and space, deepen students' understanding and memory of theoretical knowledge, and improve students' ability to apply knowledge to practice. Comprehensive quality.

The project design of project teaching should come from actual projects and experience, match the development of industry positions, and adapt to social changes, and it is not static. Mao Zedong once said: "Knowledge comes from experience" (Mao, 1991). Experience is exercise, and the completion of the project is also due to practice. The use of project teaching in teaching can significantly expand the knowledge of students. The construction of relevant professional courses in colleges and universities should consider the demand of the market and the times for compound talent. The project teaching method emphasizes the creation of real situations and the realization of students' independent learning, effectively connecting theory and practice, allowing students to truly experience the actual problem of the

advertising industry. Taking students as the main body, supplemented by project teaching, enables students to gain a rational understanding of their practice. It makes the classroom a classroom that genuinely acquires tacit knowledge and skills (Lan, 2014).

With the development of educational concepts and the progress of the times, the project teaching method is full of new life in this context. Based on the project teaching method, the course reform of "Advertising Planning and Creativity" not only improves the teaching quality of the course but also contributes to the cultivation of advertising art design majors. Talent is also essential.

1.2 Problems of the Study

The "Thirteenth Five-Year Plan for National Education Development" proposes to actively develop "Internet + Education" and comprehensively promote the deep integration of information technology and education and teaching (State Council, 2017). In the digital age, integrating digital technology into education is an inevitable trend. In traditional teaching, the main task of students is to listen carefully in the classroom and closely follow the teacher's teaching activities. This teaching method has revealed its disadvantages (Zhu, 2010). In the traditional teaching mode, it is essential for learning advertising planning. Students in creative courses are more passively accepted, lack independent thinking, students cannot concentrate, classrooms are boring, and learning motivation deviations affect students' learning effects. Improving students' learning effects and improving students' learning interests have become one of the complex problems in education. The application of project teaching makes the classroom no longer the traditional model where the teacher speaks and the students listen. Students are no longer the teacher's followers in the school but become the main body of the school. The teacher changes the role set to become the classroom leader (Lu, 2018).

Higher vocational education keeps pace with the national education policy and is constantly developing. In the "Vocational Education Quality Improvement and Training Action Plan (2020-2023)", it is pointed out that specialized higher vocational education should "deliver high-quality technical talents that are urgently needed for regional development" (Chinese Ministry of Education, 2020). The goal of talent training in higher vocational colleges follows the development and changes of the times. Talent training focuses on students' practical application of technology and the cultivation of students' professionalism. At present, there is a low degree of matching between the education of professional advertising courses in higher vocational education and the training objectives of advertising professional talents. The talent training mode and training results cannot meet the needs of contemporary enterprises in terms of career and quality.

Students' on-campus learning is still based on learning theoretical knowledge, supplemented by practice, and students lack practical experience. The quality and ability level of students is uneven. Vocational students are not strong enough to understand abstract concepts and isn't challenging to transform abstract concepts into practical applications of concrete images. It is complex and not flexible enough in the process of practical application (Liu, 2020). Students mastery of technology is not solid, and they cannot be fully cultivated in functional application ability and professionalism during school, which cannot meet students' actual employment needs. Therefore, the key to solving the mismatch between the current workplace and substantial employment is to improve students' practical experience and professionalism.

The former Soviet educator Babansky said: "Each teaching method is relatively dialectical. They all have both advantages and disadvantages. Each method may effectively solve a certain problem, but the solution Others are ineffective, and each method may help achieve one purpose, but hinder another" (Babansky, 2007). That is to say, any teaching method has its specific function. And the scope of the application also has limitations. During the implementation of project teaching, there will also be corresponding teaching problems due to teachers' and students' problems. Therefore, it is necessary to understand the current teaching status after project teaching is adopted in the course "Advertising Planning and Creativity," summarize the problems faced in the actual application process of project teaching and conduct in-depth analysis, constantly improve the research process, and optimize project teaching in "Advertising Planning and Creativity." Use in the course. Only when the teaching methods are appropriately selected, reasonably combined, and correctly used can they teaching methods play their role.

1.3 Objectives of the Study

The author hopes to achieve the following objective through this research:

1. To explore students' learning status after project teaching and propose adaptive strategies.

2. To explore the problems existing in the teaching of project teaching and propose ways to improve the teaching effect and students' learning effect.

3. Targeted optimization of project teaching mode to provide a reference for curriculum reform.

1.4 Significant of the Study

1.4.1 Theoretical significance

Teaching theory is the forerunner of teaching practice. After the period of building a well-off society in an all-around way in 2020, the second centenary goal of "building a modern and powerful socialist country" will follow. For this reason, our country needs a large number of elite talents. The cultivation of elite skills mainly depends on education (Wang, 2020). Therefore, it is necessary to innovate teaching theory and provide guidance for teachers' teaching and students' learning in teaching practice. Based on the research on the application of this teaching method, on the one hand, it will help to provide a reference for the development of the education and teaching of "Advertising Planning and Creativity" in higher vocational education to a certain extent and provide support for the implementation of multi-faceted, action-based project teaching methods—theoretical (Chen, 2021). At the same time, it enriches the theoretical connotation of "student-centered," making it more in line with the concept and requirements of advertising professionals' training (Liu, 2021). On the one hand, it helps to enhance the initiative of teachers to participate in teaching reform activities and improve the overall quality of teachers (Wang, 2021). Through the active exploration of teachers, while making the theoretical significance of project teaching move toward a higher level, it also provides a new channel for the self-reform of higher vocational education.

1.4.2 Practical significance

Using the project teaching method in the course "Advertising Planning and Creativity" provides a practical basis for efficiently teaching of the system "Advertising Planning and Creativity" in higher vocational colleges. On the one hand, education has shifted from the previous "result-oriented" to "process-oriented." During the project teaching process between teachers and students, students actively carry out practical training and use theoretical knowledge to solve complex problems in real life. On the other hand, "firm ideals and beliefs, stand firmly on the people's stand, cultivate excellent skills, and devote ourselves to the great cause of strengthening the country" (Xi, 2018). This is the critical character that the younger generation must have. Skills and, professionalism education is critical. And successful education depends mainly on suitable teaching methods. A suitable teaching method is like an "invisible hand" that drives teaching and learning simply and smoothly (Liu, 2020). This paper analyzes the impact of project teaching on the learning effect in course practice, optimizes the project teaching mode, and provides new teaching ideas for similar courses. Talent.

1.5 Contribution of the Study

Project teaching is an activity-based teaching method, and it has essential research value to apply project teaching in practical subject education and teaching. The innovations of this paper can be reflected in the following two aspects:

1. Combining project teaching with the teaching of "Advertising Planning and Creativity" in higher vocational education, actively summarizing the operation paradigm of project teaching in the learning of "Advertising Planning and Creativity" in higher vocational education, and cultivating the core literacy of "Advertising Planning and Creativity" in higher vocational education.

2. Actively learn from and use the achievements of the project teaching method in the practice courses of higher vocational schools, and according to the current educational situation, explore a project teaching that can enable students to actively participate to improve the practical effect of art practice courses.

1.6 Limitations of the Study

In the process of summarizing and sorting out the research work, it is found that from the actual teaching situation, the characteristics of the course "Advertising Planning and Creativity" in higher vocational colleges, and the reason why the project teaching requires teachers to have higher abilities in the implementation process, the comprehensive promotion is still needed. There are practical and theoretical difficulties. In addition, due to the limitations of the researchers' practice, experience, and ability, there are also some problems in this study, such as the research objects and scope being not comprehensive enough. This study is only conducted in one higher vocational college, the coverage of the research object is low, and the research scope is small. There are specific differences between different schools, different courses, and different students.

AltAlthough it is advocated to apply project teaching to the education and teaching of the "Advertising Planning and Creativity" course, project-based learning does not apply to all the teaching contents of the "Advertising Planning and Creativity" course. The curriculum also needs further research and demonstration. Due to my limited ability, there are also deficiencies in the teaching design, so I need to improve my ability and conduct further practical research constantly.

Chapter 2 Literatures Review

2.1 Introduction

The development level of project teaching differs at home and abroad, and domestic development is slow. From searching, sorting out, and analyzing relevant literature, clarify the applicable definitions of higher vocational colleges and project teaching. The focus is sorting out and exploring the construction and application of domestic project teaching models and the application of project teaching models in higher vocational advertising art majors, and through research on project teaching-related literature, citing cooperative learning theory, constructivism theory, and action learning theory as follow-up research theoretical support.

2.2 Terms and Definition Used in This Study

2.2.1 Higher Vocational Colleges

Vocational colleges, short for higher vocational colleges, are an essential type of higher education in China and an essential part of vocational education. They train students with higher education knowledge and strong professional skills based on completing secondary education talent. Higher vocational colleges are an essential type of higher education in our country. They are responsible for cultivating technical and skilled talents, and they emphasize the cultivation of students' professional skills and abilities, requiring students to have practical solid capabilities (Zhong, 2008).

2.2.2 "Advertising Planning and Creativity" Course Overview

The "Advertising Planning and Creativity" course is a professional core course offered by the major of advertising art design in higher vocational colleges, generally four credits and 72 credit hours. It mainly cultivates students' primary abilities, such as planning and creativity. The most important feature of higher vocational education is its professional nature. Students will start working immediately upon graduation, and they have a solid ability to adapt to the job. According to the needs of industry planning and creative positions, this course focuses on learning basic concepts of advertising, advertising research, advertising planning, advertising creativity, advertising media, advertising performance, advertising effect evaluation, etc. Through the study of this course, students have a good understanding of the theory of modern advertising. Have a particular knowledge and mastery of practical operation methods and skills, and be able to carry out basic advertising research, advertising planning, advertising copywriting, and other related work (Meng, Xue & Cao, 2021). After systematically mastering the theoretical knowledge of the course, use the acquired knowledge to analyze and explain marketing planning problems and phenomena and help solve practical problems of enterprises.

As a compulsory course in higher vocational education, the goal of the applied project teaching in the course teaching of "Advertising Planning and Creativity" is to cultivate comprehensive professionals who can meet the needs of the frontline. Such personnel should have a wealth of knowledge reserves, relatively hands-on solid ability, and the basic skills of planning and creativity required for undertaking related occupations.

2.2.3 Project Teaching Method

The word "project" comes from the Latin "producer", which means a plan or design. It first appeared in Chinese in the 1950s. Cihai interprets it as "categories of things," and the NBA think tank interprets it as "a targeted one-time task under a specific framework." In its "Guide to the Project Management Body of Knowledge," published by the American Project Management Association, a project is defined as "a structured work that creates a unique product, service, or result" (American Project Association, 2009). "Project Teaching Method," first appeared in "Project Teaching Method" co-authored by American educator Katz and Canadian educator Chad. The most notable feature of the "project teaching method" is "taking the project as the main line, the teacher as the guide, and the students as the main body." — an innovative new teaching mode (Hu, 2014). Project teaching advocates practice before teaching, learning before teaching, emphasizing students' independent learning, and mobilizing students' initiative, creativity, and enthusiasm in education, students are the protagonists, and teachers switch to supporting roles, realizing the teacher's exchange of students' parts is conducive to strengthening the cultivation of students' self-learning ability and innovation ability (Zheng, 2006).

I searched and read the definition of project teaching method at home and abroad and found that no matter whether foreign or domestic scholars, the purpose of project teaching method reflects two characteristics, one is "real" and the other is "moving." Emphasize that learning is learning that moves students in natural environments. When applying project teaching to carry out teaching activities, the focus is on solving practical problems in the real world, and students are required to complete a project during the learning process. There are two target levels in the project teaching method: primary goals and advanced goals (Liu, 2017). The primary plan is to realize the mastery of fundamental knowledge while completing the project through students' participation in the learning process and to achieve the combination of knowledge and practical application in the practice process; the high-level goal is to realize students' independent learning ability, inquiry ability, innovation ability, cooperation Ability, and other related abilities can be improved to achieve all-round training of students' emotion, thinking and learning ability (Zhong, 2006). The problems in the project teaching method must be accurate and complete task-oriented problems, and the process of solving problems is the process of students comprehensively applying subject knowledge and skills (Zhong, 2005).

By combing the literature, I found that in the field of subject teaching, the research on the practical mode of project teaching method is rich and diverse. The general process of the project teaching method is as follows: investigate the actual job position, and extract problems from it: analyze the situation in detail; integrate the knowledge points into the design of a specific project; organize and summarize the knowledge points required to complete the task; activate the principle Existing knowledge and acquiring new knowledge; using the existing knowledge reserve to complete the task; submitting the assignment and summarizing; practical application (Zhong, 2004). There is a three-step procedure of "establishing a project team, determining the project process, and objective project evaluation," as Zhu Zhen adopted this model in her article (Zhu, 2020). Those with a four-step procedure of "clear project tasks, practice projects, demonstrate project results, and evaluate activities," such as Zhu Rong, Li Xiaofei, and Li Shun, adopt this model in their articles (Zhu, Li & Li, 2016). There is a five-step program of "project preparation, project construction, project exploration, project presentation, and project improvement." For example, Liu Hongyun adopted this model in his article (Liu, 2016). There is a six-step program consisting of "project selection, design, activity research, product generation, achievement communication, and activity evaluation". For example, Peng Chen and Zhang Yuanyuan adopted this model in their article (Peng & Zhang, 2016).

From the above analysis, to apply project teaching to specific disciplines, it is necessary to combine the characteristics of the field and construct a transparent project process, to give full play to the most significant advantages of the project teaching method.

Project teaching is a teaching mode that focuses on actual situational tasks and aims at completing project tasks to guide students. In this study, project teaching means that teachers release relevant specific project tasks according to the actual situation and teaching needs, and students, as "employees" of the enterprise, cooperate with "departments" to complete the project production and finally submit the project results for comprehensive evaluation. Focusing on the projects that meet the curriculum standards of "Advertising Planning and Creativity" in higher vocational colleges, taking students' real dilemmas or confusions as the link, under the guidance of teachers, through project establishment, project grouping, data collection, project results display and project evaluation The five steps enable students to maximize the use of learning resources in an actual situation, operate and complete projects, transform the knowledge in the "Advertising Planning and Creativity" textbook into students' own direct experience, and finally achieve teaching that returns from books to life method.

2.3 Theoretical Basis of the Research

2.3.1 Cooperative Learning Theory

Professor Slavin believes that cooperative learning is classroom teaching, which allows learners to carry out learning and communication activities in a team and receive certain rewards or recognition according to the results of the entire team (Wang, 2001). It is a teaching mode to assign learners to units purposefully and in a planned way to complete the learning tasks set by teachers (Wang, 2003). Cooperative learning is a new mode in which student teams explore together, help each other, and learn according to predetermined teaching objectives. The main organizational form of cooperative learning is the group or team. The main features of project teaching are mutual assistance, autonomy, interaction, and evaluation autonomy (Wang, 2020). Collaborative learning emphasizes four types of human interaction in classroom teaching: teacher-student interaction, student-student interaction, teacher-teacher interaction, and full-staff interaction. According to cooperative learning theory, teachers use project teaching methods to overcome difficulties in-group cooperation. Learners perceive and extract information from items, "interact," and form their knowledge results. On the other hand, they are different. Learners have different experiences and different inferences about specific problems. At the same time, they can still solve problems through discussion and communication, resulting in a more prosperous and deeper understanding.

2.3.2 Constructivist theory

Constructivism believes that knowledge is acquired by students in a particular situation, with the help of others (including teachers and classmates), applying necessary learning materials, and constructing meaning. Constructivism believes that knowledge is developed and it is the construction of knowledge by individuals. That is individuals create meanings about the world rather than individuals discover substances derived from reality (Du, 2016). Constructivism believes that students should be the center of learning, and teachers use situations to guide students in this process, so that students can become the main body in this process (Ji, 2016). Constructivism believes that students' learning has goals. During the learning process, students should recognize their learning goals and achieve the expected results before learning is successful (Jiao & Jia, 2015). According to the theory of constructivism, in the teaching process of applying the project teaching method, the teacher guides the students to grasp the three-dimensional learning objectives of the course and completes the project together with the help of the teacher and group members (Zhou, Mi, Qian & Qi, 2021) In the dynamic learning process, students are encouraged to set their own goals, achieve them through different ways, and evaluate the progress they have made in the process of reaching the goals. To realize the construction of students' knowledge and ability.

2.3.3 Action learning theory

The theory of action learning originated in Europe and was proposed by Professor Reg Revans in England in 1940. The core idea of action learning theory is: in teaching activities, We carry out practical tasks to help learners improve their abilities and knowledge, and learners should actively explore during the task process (Zhang & Huang, 2018). Teachers should Stimulate students' learning motivation and turn passive learning into active knowledge-seeking. Action learning theory emphasizes that the initiative of education is in the hands of students, helping students form learning groups, allowing students to participate in teaching practice activities in the form of groups, and inspiring students. Thinking about guiding students to continuously summarize, reflect, explore and innovate in the learning process, to make progress (Gao, 2022). Project teaching can borrow the theoretical thinking of action learning and apply the experience gained by the team to the project in the process of cooperative learning. During the task, group members work together, promote each other, and solve problems together. Repeated exercises and practices aim to solve critical issues in actual projects.

2.4 Research architecture diagram
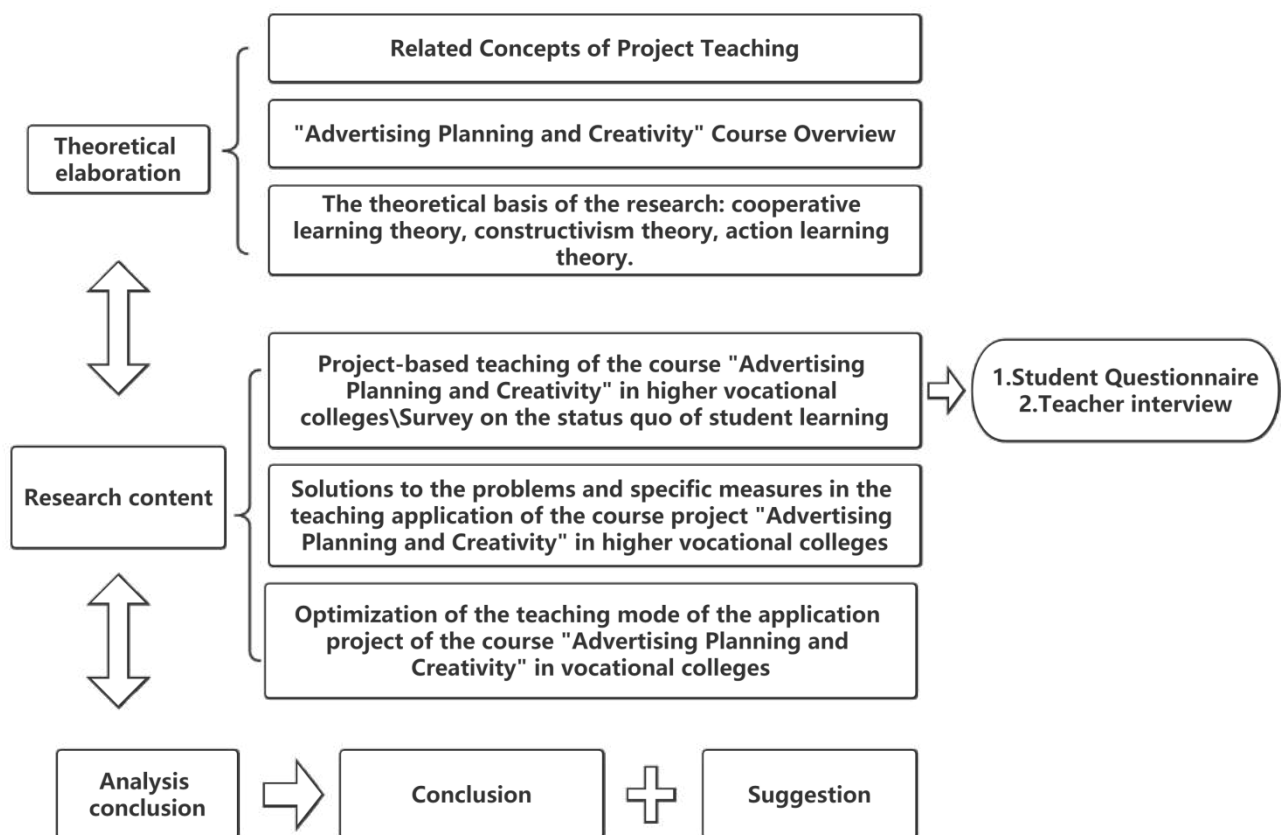
Figure 2.1 Research architecture diagram

2.5 Theoretical application

2.5.1 Construction and Application of foreign project teaching mode

"Project teaching method" originated from the Western thought of labor education. As Engels said, "In general, those who are educated in colleges learn more from the workers than the workers from them" (Marx & Engels, 1995). Students should perceive workers' work attitudes in project teaching and transfer them to their learning. In 1918, in his article "Project Pedagogy: The Application of Purposeful Activities in the Teaching Process," pedagogy Jacques Burch put forward the concept of "Project Based Learning" for the first time, which established a theoretical basis for project teaching (Kilpatrick, 2020). In the 1920s and 1930s, the project teaching method began to be applied to primary and secondary schools by foreign education scholars. At the end of the 20th century, project teaching began to be widely used and gradually penetrated higher education and vocational education. When Germany was developing vocational education, In the "dual system" education system formed by it, the project teaching method became the most typical teaching method of the system.

In 2013, the Barker Institute of Education in the United States proposed the "gold standard" for evaluating PBL to help teachers measure, calibrate and improve their project design and implementation capabilities and enhance project-based teaching practices (Wang, 2019). The evaluation is evaluated has five aspects: essential knowledge reserve, learning attitude, ability improvement, cooperation status, and professional quality. According to the evaluation criteria of PBL, it is found that project teaching can effectively help students acquire the essential abilities in the process of learning and understanding concepts. In addition, in March 2018, Barker Educational Research proposed "The High-Quality Project Based Learning Framework." In this framework, detailed explanations were given according to the project-based learning elements needed in student learning research, and its evaluation criteria were more accurate. Diversification mainly includes intellectual challenges and achievements, authenticity, public goods, cooperation, project management, and reflection. It evaluates the elements that project-based teaching should have based on the perspective of students' learning (Gao, 2022).

Through the reading and analysis of foreign literature, foreign project-based teaching and research have been changing. Its primary research focuses on how to expand and improve project teaching in social sciences; how project teaching can promote the development of student's abilities and affect their psychological changes under the background of subject integration; how to conduct research on teachers' professional development under the specific location of project teaching, How to research the critical link of project teaching - project evaluation (Li, 2022). In addition, higher vocational education research also focuses on how students use technology development, how teachers and students create a project learning environment, engineering education project learning design, project learning skills establishment

among colleagues and project learning teams. These issues are the focus of teaching in higher vocational education projects (Lu, 2019).

As mentioned above, the research and practice of the project teaching method started earlier in foreign countries, and the theory and experience of project teaching are relatively complete and mature.

2.5.2 Construction and application of domestic project teaching model

2.5.2.1 The application of the project teaching method to the research of specific subjects

Compared with foreign research on project teaching, the research on project teaching in my country started relatively late, and the concept of project teaching was officially introduced in my country in 1998 (Hong, 1998). By using the keyword "project teaching method" in CNKI Net, a total of 15,820 related documents were searched, and the document data was analyzed visually. According to Figure 2.2, it can be seen that the research level of project teaching in my country is mainly concentrated in three aspects: subject education and teaching, applied research, and development research.
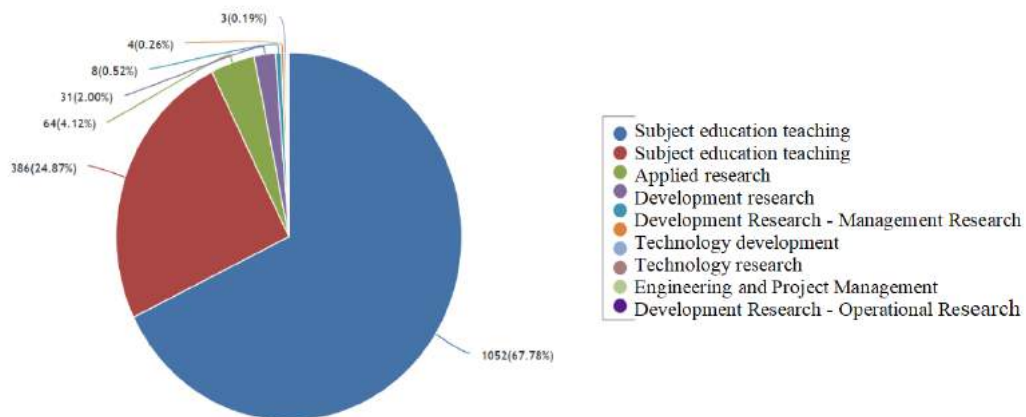
Figure 2.2 Teaching and Research Levels of Domestic Projects (Top Ten)

3,037 relevant documents were retrieved from the keyword "project teaching, higher vocational education." Duplicate literature that does not match the research topic or a slight mention of the case but not unique research literature is eliminated. From 2019 to the present, there are 345 teaching research literature for higher vocational projects. According to the visual analysis of literature data, according the domestic research on higher vocational project teaching in Figure 2.3, it has shown a downward trend since 2013. According to Figure 2.4, the teaching discipline research of higher vocational projects mainly focuses on the three disciplines of education and social science integration, electronic technology and information science, philosophy and humanities.

Enter the three keywords of "project teaching, higher vocational education, and advertising" to search for literature, and only 26 pieces of literature are relevant, and there are even fewer studies on applying project teaching to planning courses. It can be seen from this that there is relatively little practical research on the application of project teaching in the practice of "Advertising Planning and Creativity" in higher vocational education, which also shows that Chinese scholars still have a lot of room for exploration in this area.
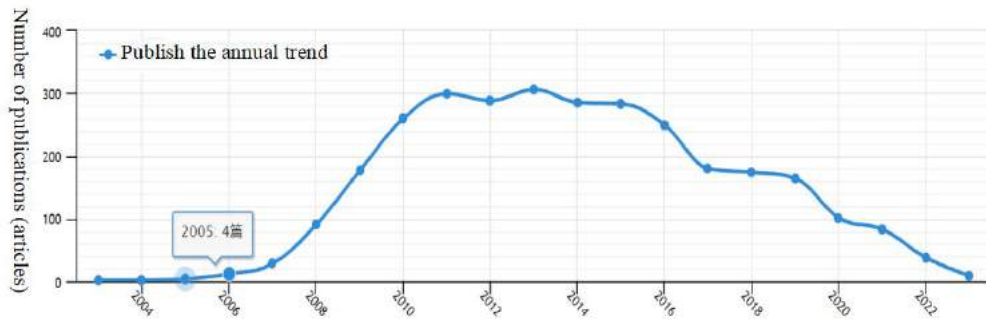
Figure 2.3 The trend chart of domestic higher vocational project teaching-related literature publication
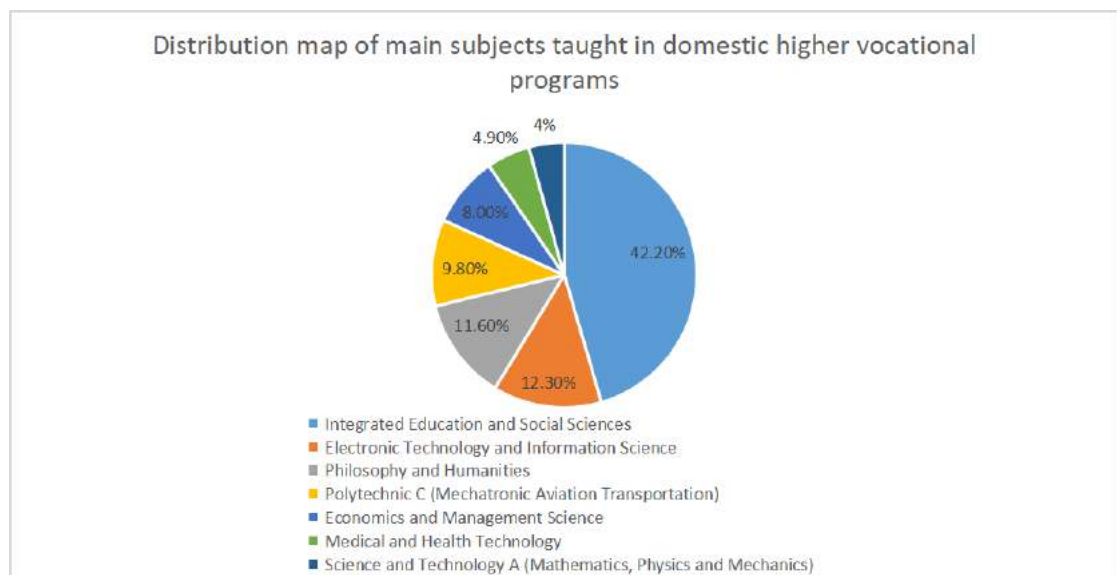
Figure 2.4 Distribution map of main subjects taught in domestic higher vocational programs

2.5.2.2 The main content of project teaching method research

The project-centered teaching mode selects and creates learning scenarios, carries out learning through collaborative learning, and achieves meaning construction by completing projects (Wu, 2003). Compared with the traditional teaching model, this model has changed from teacher-centered to student-centered, from textbook-centered to project-centered, from classroom-centered to practical experience. The three major transformations in the center (Leng, 2008). Zhang Longjuan believes that

the project teaching method is a teaching activity carried out by teachers and students jointly implementing complete project work, and according to the situational, subjectivity, and cultivation of internal driving forces of project teaching, the theoretical basis includes: constructivism theory, humanistic learning theory, discovery learning theory (Zhang, 2008). Yuan Li believes the project teaching method is to design projects based on actual tasks. With the help of teachers, student groups conduct inquiry-based learning with the use of various resources and comprehensive experience to cultivate extensive abilities. Doctrine education theory, multiple intelligence theory, and action learning theory (Yuan, 2018). The practical views of the above scholars' research provide theoretical support and reference for project teaching research.

In the specific implementation process of project teaching, the teaching method breaks the traditional teaching mode, based on students' professional ability and plans students' learning essentials according to their professional goals, to train students to implement the teaching. Aiming at cultivating students' professional, social, and technical abilities, it aligns with the learning characteristics of vocational college students (Ling, 2011). Although the project teaching method has apparent advantages in giving full play to students' subjectivity, it also faces localization process.

Zhang Kaiming, Guo Yulin, and Yi Jianying pointed out in their articles, "In the process of practicing project teaching, we must consider whether the professionalism of project-based learning is suitable for the curriculum; we must consider project-based learning, curriculum reform, The balance between the three professional construction" (Zhang, Guo & Yi, 2011). According to Lin Ning, "First of all, because there are no teaching materials that combine work and study, students are still unable to adapt to the "project teaching method" to a large extent; secondly, students are not yet mature enough to master the basic methods of auditing; In the end, students' comprehensive ability is not enough to fully participate in project teaching" (Lin, 2011). The above literature shows that the range of problems encountered in project teaching involves students' quality, teachers' ability, class activities, schools, and other aspects. Through the reflection and research on these issues, it provides a direction for using project teaching in the teaching of "Advertising Planning and Creativity."

2.5.2.3 The Construction of Project Teaching Mode in the Teaching System Design of Higher Vocational Advertising Art Design Specialty

Instructional system design is a multidisciplinary research field that is increasingly valued and has a wide range of applications. The purpose of instructional system design is to promote learners' learning. It aims at various disciplines and integrates multiple theories. Through the system design for teaching and learning, achieve the corresponding teaching objectives (Ping, 2014). Teaching system design includes many aspects, such as teaching goal design, teaching strategy design, teaching mode design, etc. In the teaching system design of advertising art design central in vocational colleges, the design and establishment of teaching mode is the

top priority. Knowledge and ability should not only be based on teachers' imparting knowledge to students, but also based on students' "learning by doing." (Ren, 2022). Passive learning and acceptance of knowledge, and the inability to indeed apply relevant knowledge in practical work are the drawbacks of traditional advertising art design professional course teaching. To avoid these disadvantages, so that students can closely integrate the knowledge they have learned with practice. so that they can adapt to professional needs faster and better when they are employed in the future, we must implement project teaching in the teaching of the advertising art design, and carefully carry out the project teaching mode. Through this model, the transformation of the roles of teachers and students is completed, and students become the main body in the classroom (Xing, 2021).

One of the characteristics of project teaching is that projects come from life. Teachers combine problems with book knowledge through real-life examples to create "projects," thus solving the problem of separation between teaching and real life (Li, 2022). Therefore, students' existing experience and abilities must be taken into account when designing and implementing project courses, and students are encouraged to complete "projects" that are interconnected with life. Enable them to explain the real world with the theories they have learned, to stimulate their interest and enthusiasm for learning and improve the learning effect.

Chapter 3 Research Methodology

3.1 Introduction

This study adopted a mixed research method. The main reasons for adopting diverse research are as follows: Literature analysis can better sort out the materials needed for this research. Analyze the current research status of project teaching at home and abroad, and interpret the definition and process of project teaching. Through the questionnaire survey and interview method, the research can be supported by suitable materials, and the data related to the study can also be obtained, to understand the student's learning status and teaching status in the teaching process of the "Advertising Planning and Creativity" course in higher vocational colleges. Analyze the problems existing in the operation of project teaching, understand the factors that affect students' learning effects, and then explore the methods to solve the issues, and finally optimize the application of project teaching in the course of "Advertising Planning and Creativity" (Li, 2022).

The relationship between theory and research methods in this study is as follows: theory provides guidance for research methods, and research methods guide research questions in approach (Lin, 2021). This research is mainly based on cooperative learning theory, constructivism theory, and action learning theory. The literature research is primarily guided by the idea, analyzes the literature, and provides the analysis direction of questionnaire survey and personal interview.

3.2 Research Design

First, use the literature research method to clarify the research results of project teaching by domestic and foreign scholars, and clarify the research status of project teaching in the field of "Advertising Planning and Creativity."

Secondly, based on questionnaires and interviews, clarify the learning status and teaching status of students applying for the project-based "Advertising Planning and Creativity" course in higher vocational colleges, analyze the problems existing in the process of project teaching, and propose corresponding solutions measures.

Finally, optimize the teaching mode of the "Advertising Planning and Creativity" course, and at the same time, provide a project-based teaching guide for the first-line teachers of "Advertising Planning and Creativity."

3.2.1 Literature research

Reading relevant literature, consulting appropriate learning materials, and using literature research methods to analyze, summarize, organize, and evaluate materials. Clarify the research status of the project teaching method at home and abroad, analyze and sort out the application of project teaching in the planning courses of advertising majors in higher vocational colleges, and provide theoretical support for solving practical problems through literature research.

3.2.2 Questionnaire survey

This study collected data through a questionnaire survey. The questionnaire was distributed to all the sophomore and junior students of advertising major at Quanzhou Light Industry College, a higher vocational college in the Quanzhou area. Ask students to fill in the blanks. Through a real questionnaire survey of students, the learning status of students after the project teaching of the "Advertising Planning and Creativity" course is understood, and the advantages and problems of the "Advertising Planning and Creativity" course after the application of project teaching method are clarified, laying a foundation for the optimization of the teaching design of "Advertising Planning and Creativity" course in the future.

3.2.3 Interview method

By reading relevant literature and using unstructured interview methods, the author designs an interview outline for teachers based on the author's teaching experience and survey purposes, communicates with the interviewees in the form of questions and responses, records the interviewees' answers to the interview questions, and finally organizes and analyzes them. This study used the project teaching method to interview school teachers who taught the course "Advertising Planning and Creativity" to further understand the teacher's experience and feelings in project teaching in the system "Advertising Planning and Creativity." A total of 4 advertising professional teachers were interviewed. The basic information of the teachers interviewed is shown in Table 3.1. Use the obtained data to summarize and analyze the reasons for teachers, which is convenient for teachers' self-analysis and growth.

Table 3.1 Basic situation of teachers

Number	Teaching age	Grade
Teacher A	8	Junior
Teacher B	6	sophomore
Teacher C	3	sophomore
Teacher D	3	Junior

The interview outline has a total of 7 topics. It is mainly necessary to understand the basic information such as the teacher's educational background and teaching experience, understand the application status of the project teaching method in the course of "Advertising Planning and Creativity," understand the teacher's evaluation

of the project teaching, and understand the teacher's improvement suggestions for the project teaching. During the interview process, teachers were asked questions about the outline of the interview, recorded in the form of audio recording and notes, and finally sorted out and analyzed the relevant content. The teacher interview outline is as follows:

Table 3.2 Teacher Interview Outline

Number	Interview items
1	What is your teaching age?
2	What grade are you taking?
3	How much do you know about project teaching methods? What do you think of this teaching method and "Advertising Planning and Creativity What is the relationship between teaching and learning?
4	Do you often use the project teaching method to teach the course "Advertising Planning and Creativity"?
5	In your opinion, when using the project teaching method to teach the course "Advertising Planning and Creativity", teachers should: to ensure that each link is carried out in an orderly manner.
6	Did you find any problems when you used the project teaching method to teach the course "Advertising Planning and Creativity"?
7	What are your comments and suggestions on the application of the project teaching method in the course of "Advertising Planning and Creativity" Proposal?

3.3 Hypothesis

H1: The use of project teaching in the course "Advertising Planning and Creativity" in higher vocational colleges is conducive to improving the learning effect of students.

H2: Project teaching in the "Advertising Planning and Creativity Course" in higher vocational colleges is conducive to cultivating students' awareness of independent innovation and cooperation.

H3: The use of project teaching in the course "Advertising Planning and Creativity" in higher vocational colleges is conducive to cultivating students' comprehensive professional ability.

3.4 Sample Size

3.4.1 Research tools and research design

The main research tool of this study is the questionnaire. The questionnaire consists of three sections with 24 test questions. The first part is the students' basic information, including three questions, gender, grade, and age.

The second part is about the learning situation of the students in the course "Advertising Planning and Creativity," which includes four questions (question 7 of the questionnaire is a non-scale question). The purpose is to understand students' classroom atmosphere, classroom communication, learning interests, and difficulties encountered in the course.

The third part is about the students' learning situation after using the project teaching method in the classroom, with 17 questions. (Questionnaires 10, 14, 17, and 23 are non-scale questions). Including experience in the project process, group project cooperation, learning ability, knowledge and skills, project teaching evaluation methods, etc.

3.4.2 Research object

The object of this investigation is all sophomore and junior students majoring in advertising art design at Quanzhou College of Technology, totaling 358 people. To make the research pertinent, the students surveyed are college students who have already accepted the project teaching in the course "Advertising Planning and Creativity."The survey adopted the method of network survey as the primary method and distributed questionnaires in electronic questionnaires. 358 questionnaires were distributed, and 346 valid questionnaires were recovered, with a return rate of 96.65%. The data of 24 items in the returned questionnaire results will be processed and analyzed using SPSSAU—online SPSS analysis software.

3.5 Data Analysis

3.5.1 Data processing method

The results of the questionnaire survey were entered and the data were processed and analyzed by SPSSAU. Combining the obtained data with cooperative learning theory, constructivism theory, and action learning theory, the questionnaire was analyzed employing frequency, cross (Chi-square), and correlation.

3.5.2 Significan of indicators

Frequency analysis is to analyze the frequency of different values in a set of data, which can master the basic statistical characteristics of the data and grasp the overall distribution pattern of the data. Analyze each analysis item one by one, focus on

analyzing the choice of more proportion, and summarize the analysis. For example, student Basic Information Statistics: in the first part of the questionnaire, the questions are set about some basic information about the students, and the results are shown in the table below.

Table 3.3 Statistical table of basic information of students

Question	Question value	Frequency	Percentage
Gender	Male	206	59.54%
	Female	140	40.46%
Grade	Sophomore	186	53.76%
	Junior	160	46.24%
Age	20	155	44.8%
	21	186	53.76%
	22	5	1.45%

As can be seen from the table, the ratio of male to female students in the college is about 6:4. This survey is aimed at all the students majoring in advertising at Q Vocational College, which can reflect the basic situation and learning status of this major to a certain extent; in terms of age distribution, the age of students is concentrated in 20-21 years old, and it can be seen from the results, the students are all adults, and their physiology and psychology are also approaching a mature state. The research objects have a particular ability to think and independent opinions on learning and life.

Chi-square analysis studies the difference between X(categorization) and Y(categorization), for example, whether there is a difference in the interest level of different gender groups in the course "Advertising Planning and Creativity," and analyzes whether there is a significant relationship between X and Y(p value less than 0.05 or 0.01). Specific comparison and selection percentage (values in brackets), describe the specific differences, and then summarize the analysis to provide guidance for the optimization of Advertising Planning and Creativity.

Correlation analysis is used to study the relationship between quantitative data, whether there is a relationship, the degree of closeness of the relationship, etc. For example, the strength of the correlation between the learning situation of project teaching and the non-age groups in the process of project teaching. Specifically analyze the relationship between each Y and each X, whether there is a significant relationship between Y and X, and explain the closeness of the relationship through the correlation coefficient, and then summarize the analysis to provide guidance for the optimization of Advertising Planning and Creativity course.

3.6 Reliability and validity analysis of the scale

3.6.1 Reliability of the questionnaire survey

Whether a questionnaire survey is reliable or not depends on the α reliability coefficient in the Cronbach coefficient. There are multiple reliability coefficients, but usually, the internal reliability coefficient of the questionnaire should be considered. Simply put, it is the high consistency between questionnaire questions. Whether there is a high consistency between the questionnaire questions can be judged by the value of Cronbach's coefficient α, α is between 0 and 1, and when α is more significant than 0.8, it means that the reliability of the questionnaire is excellent. A is between 0.7 and 0.8, indicating that the reliability of the questionnaire is acceptable, and if the coefficient is in the range of 0.6 to 0.7, it suggests that the questionnaire is also good but needs to be improved.

Use SPSSAU—online SPSS analysis software to analyze the reliability of the data received from the scale questionnaire. According to Tables 3.4 and 3.5, it can be seen that the value of α is 0.836 and the reliability coefficient is >0.8, indicating that the research data has high reliability and quality; For the "CITC value," the CITC values of the analysis items are all greater than 0.4, indicating that there is a good correlation between the analysis items. It also shows that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.8, which comprehensively indicates that the quality of the data reliability is high and can be used for further analysis.

Table 3.4 Cronbach reliability analysis of the student questionnaires

Questionnaire	Sample Capacity	Cronbach α Coefficient
Student Questionnaire	346	0.836

Table 3.5 Cronbach Reliability Analysis - Concrete

Question number	Corrected Total Correlation (CITC)	The α coefficient of the term deleted	Cronbach α系数
Q4	0.829	0.804	
Q5	0.822	0.804	
Q6	0.814	0.806	
Q8	0.832	0.804	
Q9	0.796	0.807	
Q11	0.828	0.804	
Q12	-0.843	0.892	
Q13	0.809	0.806	0.836
Q15	0.811	0.805	
Q16	0.812	0.805	
Q18	-0.825	0.892	
Q19	0.806	0.807	
Q20	-0.839	0.89	
Q21	0.816	0.806	
Q22	0.82	0.805	
Q24	0.834	0.805	
Standardized Cronbach α coefficient: 0.842			

3.6.2 Validity of the questionnaire survey

When using exploratory factor analysis to verify the validity of the questionnaire, it needs to be judged by the KMO value-KMO value index standard requirement of more than 0.5, and the Bachlet's spherical test-SIG value less than 0.1 or 0.05. The conclusions obtained by processing and analyzing the information collected through the questionnaire survey using SPSSAU—online SPSS analysis software are shown in the table below:

Table 3.6 Student questionnaire KMO and Bartlett's test

KMO value		0.987
Bartlett Sphericity test	Approximate Cardinality	5692.834
	df	120
	Significant	0.000

It can be seen from Table 3.4 that the obtained KMO value is 0.987, more significant than 0.5, and the SIG value is 0.000, less than 0.01, indicating that the research data is very suitable for extracting information.

Chapter 4 Result of the Study

4.1 Introduction

The data is combed and analyzed, and the obtained data is combined with cooperative learning theory, constructivism theory, and action learning theory, and student questionnaires are diagnosed with frequency, crossover (chi-square), and correlation as the primary data analysis methods. Analyze the students' learning situation of the "Advertising Planning and Creativity" course, as well as the learning status after adopting project teaching, and summarize and analyze the aspects of learning status, awareness training, professional ability, project process, etc., to verify the hypothesis. The content of teacher interviews is summarized by three subjects: students, teachers, and projects.

Through the analysis; it can be seen that project teaching is conducive to improving students' learning effects, cultivating students' awareness of independent innovation and cooperation, and cultivating students' comprehensive professional ability. The "Advertising Planning and Creativity" course has shortcomings when using project teaching: the essential knowledge and learning ability of students need to be improved, the teaching ability of teachers needs to be improved, and the project teaching process system and evaluation system need to be adjusted.

4.2 Survey Results and Analysis

4.2.1 Project teaching is conducive to the improvement of students' learning effect

Whether project teaching can promote students' mastery of basic knowledge and skills results shows that 7.23% are "difficult to promote" and think that teachers spend less time explaining basic knowledge in class. "Challenging" accounted for 11.56%, and students did not fully grasp the knowledge and skills. The proportion of "average promotion" is 11.56%. Students said that they can master some knowledge and skills through self-study and teacher guidance. "Able to promote" 32.37%, knowledge, and skills can be learned through self-study or teacher guidance. 37.28% of the students think that "the promotion is obvious," and the project practice can deepen the mastery of knowledge and skills. From the data, the use of project teaching can promote the ability of essential knowledge and skills for most students.
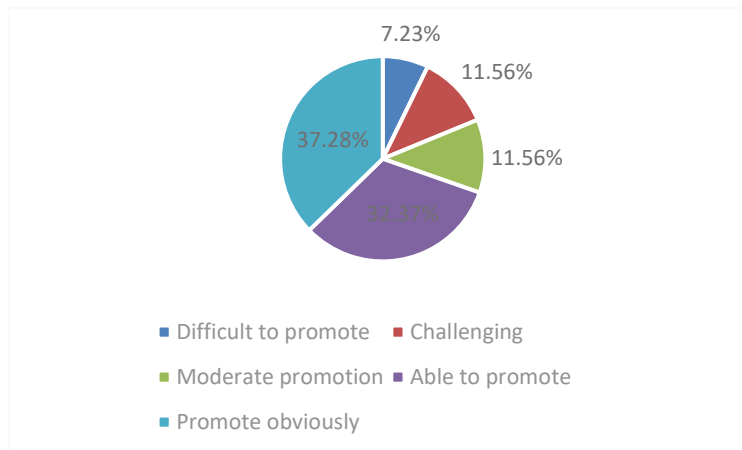
Figure 4.1 Investigating students' mastery of course basic knowledge and skills after project teaching

Learning is a matter of subjective mentality, and different people have different learning methods and goals. Learning expectations and self-attitude are all factors that affect learning. As seen in Table 4.1, 41.04% of students think that the items set by the teacher can arouse students' interest and that the things selected by the teacher are in line with the actual situation. 26.30% of the students think that the set projects can greatly arouse their interest in learning, which shows that most of the students agree with the project teaching tasks set by teachers. According to the survey data on project teaching and learning initiative, 39.02% of students believe that project teaching can improve learning initiative, and 29.77% of students think that project teaching can significantly enhance students' learning initiative, which shows that project teaching can improve students' learning initiative sex.

Table 4.1 Students' interest in the project and whether the learning initiative has been improved after project teaching

Topic	Options	Frequency	Percentage (%)
During the classroom learning process, do you think the items set by the teacher can arouse your interest?	Outstanding, greatly stimulated interest in learning	91	26.3
	Good, the project fits the reality	142	41
	Interested and willing to learn	44	12.72
	Has some effect, but it is not obvious	32	9.25
	It doesn't work ; it's just a form	37	10.69
Do you think project teaching can improve learning initiative?	Greatly improved	103	29.77
	Can improve	135	39.02
	Generally	43	12.43
	Little improvement	34	9.83
	Cannot	31	8.96

34

Regarding students' attitudes towards project teaching, 30.35% of students have a reasonable degree of cooperation, and 37.57% of students can actively participate in the project. According to the results of the comprehensive survey, more than 60% of students have a positive learning attitude. 32.08% of the students' interest points are below the general level and below. In this part of he students still need to mobilize their enthusiasm for learning.
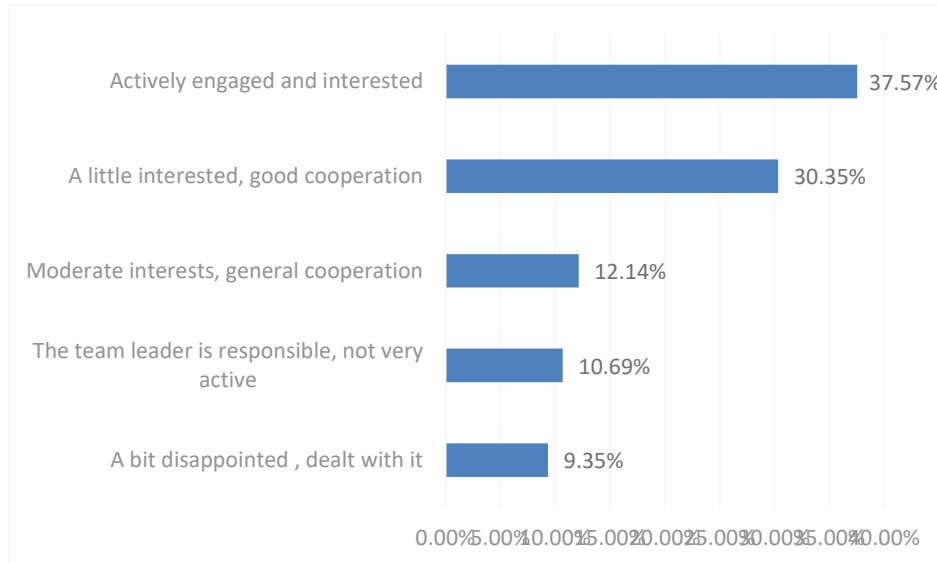
Figure 4.2 Students' Attitudes to Project Teaching

It can be seen from Figure 4.3 that after participating in the project teaching, the proportion of students' understanding of knowledge is "relatively understanding" accounting for 36.43%, and "able to understand more deeply" accounting for 29.19%. This shows that students have deepened their understanding of theoretical knowledge. 10.12% of the students said it was "difficult to understand." "Completely incomprehensible" accounted for 8.09%. This data shows that project teaching has played an essential role in motivating, exercising, and improving students, and can enable students to better grasp theoretical knowledge.
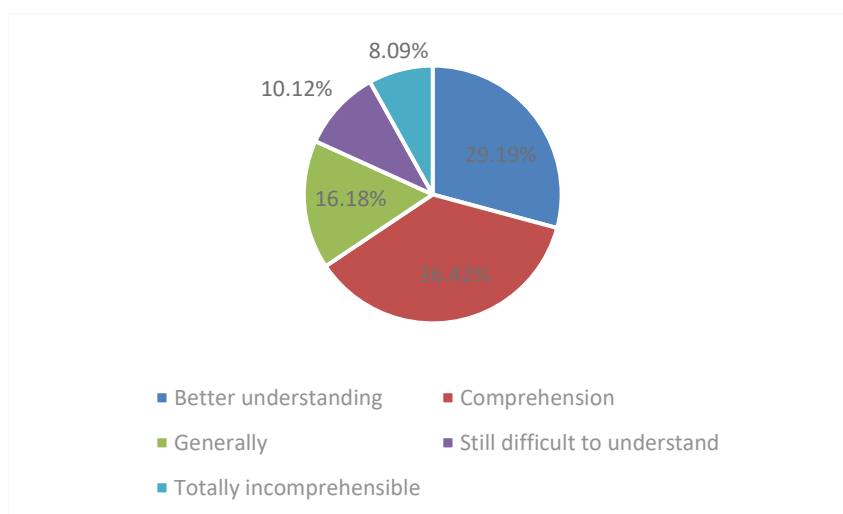
Figure 4.3 Students' Understanding of Knowledge

4.2.2 Project teaching is conducive to cultivating students' consciousness of independent innovation and cooperation

It can be seen from Table 4.2 that in terms of improving students' abilities through project teaching, students' self-learning ability and teamwork ability account for the highest proportion, which is 28.03% and 26.01%, respectively. Self-learning ability is the foundation of teamwork learning ability. Individuals in a team need to cooperate with others to complete learning tasks together, which requires mutual understanding and support among team members. If a person has excellent self-learning ability, he can understand and master the learning content faster, to provide better support for the team's collaborative learning. Teamwork learning ability can also improve self-learning ability. In the process of project teaching and learning, students are more inclined to use various methods to solve the problems they encounter, accounting for 25.43%, 27.26% for their solutions, and 18.50% for group members to discuss and solve. The data shows that students solve The method of the problem is diversified, which also reflects the development of the student's thinking ability and creativity.

Table 4.2 The Role of project teaching and capacity improvement

| Topic	Options	Frequency	Percentage (%)
Through the learning of the project, which aspect of your ability do you think has been improved?	Information Gathering Capabilities	58	16.76
	self-study ability	97	28.03
	Ability to solve problems	35	10.12
	Creativity	66	19.08
	Ability to work as a team	90	26.01
When encountering difficulties in completing a project, which solution do you prefer?	Group members discuss and resolve	64	18.5
	Find a solution by yourself	95	27.46
	Ask the teacher for help	52	15.03
	Ask friends and classmates for help	47	13.58
	A combination of methods to solve	88	25.43

4.2.3 Project teaching is beneficial to cultivate students' comprehensive vocational ability

It can be seen from Figure 4.4 that more than 65% of students believe that using the "simulated company" method in project teaching can improve their professional quality and ability. The process of using "simulated company" in teaching is one of the means of project teaching. Therefore, project education in the course "Advertising Planning and Creativity" can improve students' comprehensive professional ability.
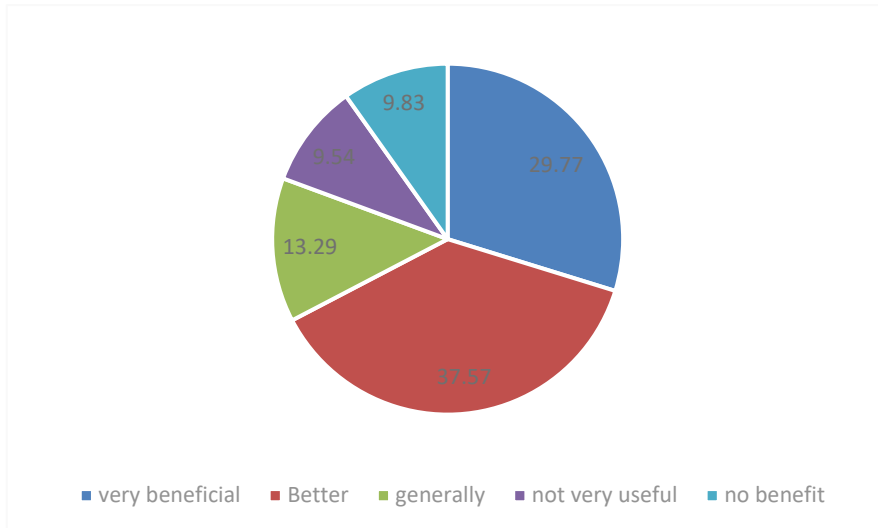
Figure 4.4 The "simulated company" form in project teaching can help improve your professional quality and ability Situation analysis

It can be seen from Figure 4.5 that after completing the group work, 37.28% of the students feel pretty proud, and 29.48% of the students feel very proud. This sense of pride also shows that the students have worked hard and contributed. The teamwork to complete the work for the team Makes contributions and lets them feel that their efforts and achievements have been recognized and appreciated. This sense of accomplishment can enhance students' self-confidence.
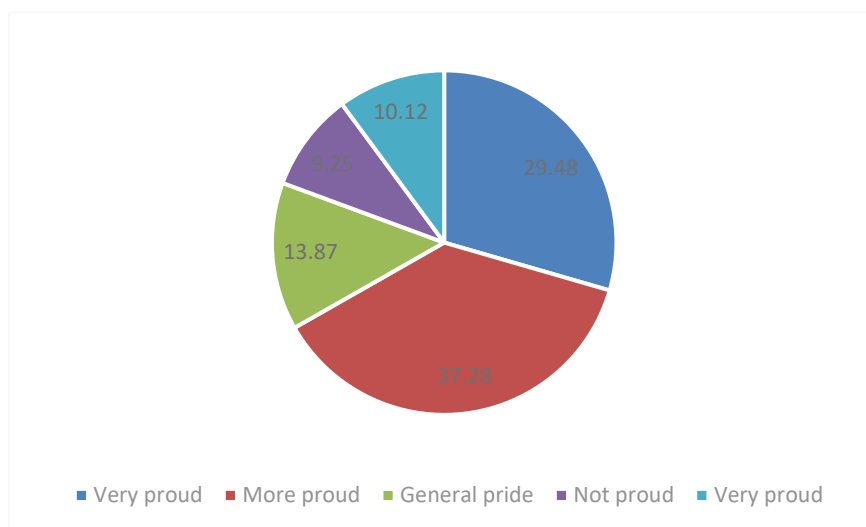
Figure 4.5 Students' pride in their group's work

It can be seen from Figure 4.6 that the surveyed students expressed their opinions in the group. According to the data, 35.26% are relatively positive, and 32.37% are positive, indicating that most students are willing to express their ideas. In the process of defining, it can enhance communication ability, enhance decision-making ability, and judgment ability, which is conducive to the improvement of professional knowledge.
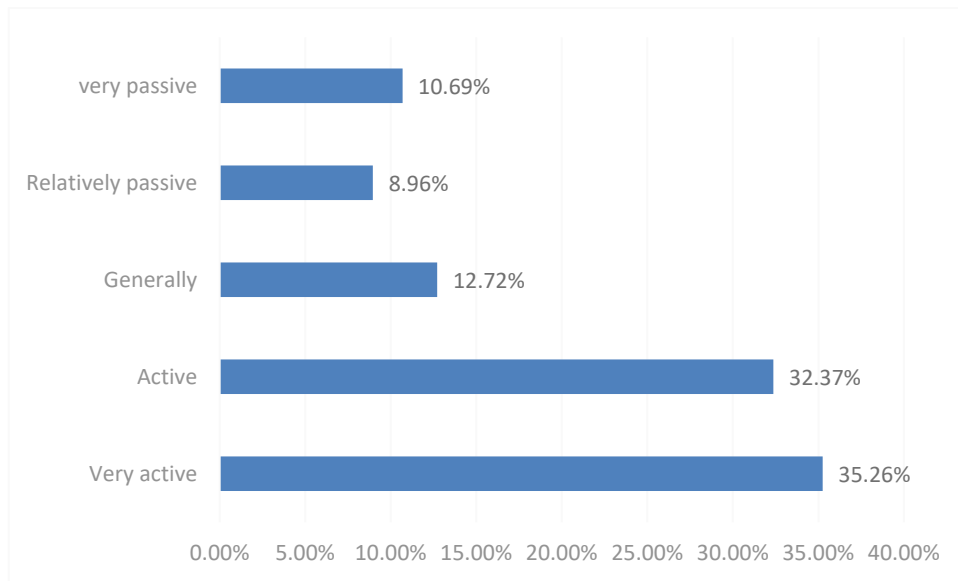
Figure 4.6 Situations where students have expressed their views in the "Project Teaching" group discussion

4.2.4 Analysis of Students' Learning in the Course "Advertising Planning and Creativity"

From Figure 4.7, it can be seen that in the fourth question, "What is the overall classroom atmosphere of the "Advertising Planning and Creativity" course in your class?", there are relatively more "active" in the sample, accounting for 37.28%. And the proportion of very active samples is 30.64%. From Figure 4.8, it can be seen that in question 5, "How did you perform in answering questions, participating in discussions, and completing homework in the "Advertising Planning and Creativity" class?" More than 30% of the samples chose "relatively active." Combining the data of the two questions shows that most of the students' learning attitudes in the course "Advertising Planning and Creativity" are active and active.
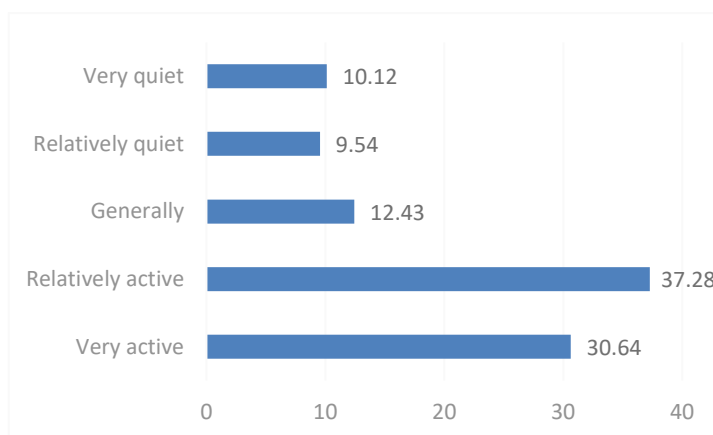
Figure 4.7 The classroom atmosphere of the "Advertising Planning and Creativity" course in the student's class
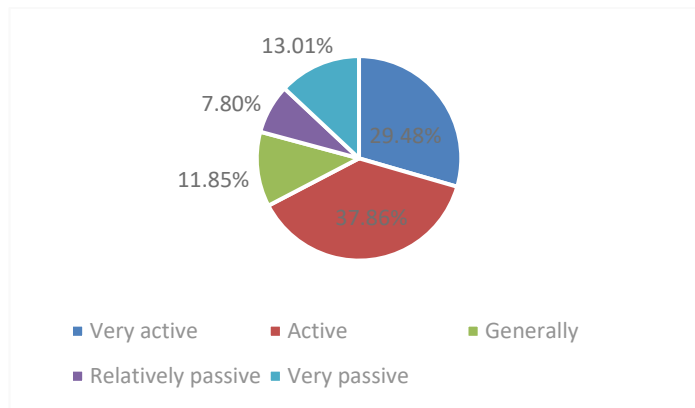
Figure 4.8 The performance status of students asking questions, participating in discussions, and completing homework in the class "Advertising Planning and Creativity"

It can be seen from Table 4.3 that students are interested in the course "Advertising Planning and Creativity": 38.15% of them are "relatively interested." 30.64% of the samples are very curious. Explain that most of the students are interested in the "Advertising Planning and Creativity" course. However, the general interest and the total data ratio of low or even uninterested interest in the system is still high. From this, it can be concluded that the system needs to further enhance students' interest, and improving the welfare of students in the class is conducive to enhancing classroom efficiency.

Table 4.3 Students' Interest in the course "Advertising Planning and Creativity"

Options	Frequency	Percentage
Very interested	106	30.64%
More interested	132	38.15%
Generally	47	13.58%
Not interested	29	8.38%
Very uninterested	32	9.25%
Total	346	100.0%

Judging from the problems encountered by students in the course of "Advertising Planning and Creativity," as shown in Figure 4.9, 30.64% of the samples "cannot apply the knowledge learned to the tasks assigned by the teacher," which shows that improvement is needed Students cannot apply what they have learned. In the follow-up reform of the teaching model, it is necessary to carry out theoretical and practical teaching reforms, and strengthen learning methods and thinking training. 23.41% of the students "don't know where to start with the tasks assigned by the teacher," indicating that further project decomposition is needed to establish a transparent project process system in the follow-up project explanation. 19.65% of the students said that it is not easy to seek help from others when encountering problems, indicating that students lack some basic communication skills and emotional management skills in interpersonal relationships.

19.65%

23.41%

30.64%

12.72%

13.58%

- The task assigned by the teacher does not know where to start
- Unable to apply the learned knowledge to the tasks assigned by the teacher
- The theoretical knowledge learned is difficult to understand and master
- Poor logical thinking
- Embarrassed to ask others for help
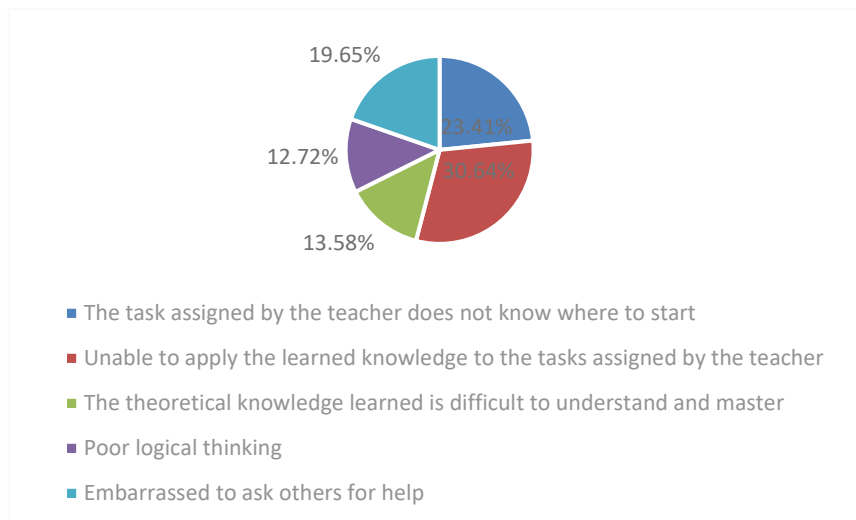
Figure 4.9 The most challenging problem that students encounter in the course of "Advertising Planning and Creativity"

4.2.5 Project teaching process and task load

The author uses correlation analysis to find the relationship between the number of tasks and the relationship between the age, grade, and gender of students, to provide a reference for the development of cognitive optimization project teaching for students of different ages and genders. Use the Pearson correlation coefficient to represent the strength of the correlation. However, it can be seen from Table 4.4 that there is no correlation between the size of the task and the age, grade, and gender of the students. Use correlation analysis to study the correlation between the learning situation of the project team in question 13 and the three items of student age, grade, and gender, and use the Pearson correlation coefficient to indicate the strength of the correlation. The data shows no correlation between the group's learning performance and the student's age, grade, or gender. Therefore, in the follow-up research, factors such as the age, grade, and gender of the students may not be considered in the setting of the task load and the measures to improve the effect of group learning.

Table 4.4 Correlation analysis between Q9\Q13 and Q1.2.3 respectively

		Pearson correlation - verbose format
		Question 9 Do you feel that the task of "project teaching" in the course of "Advertising Planning and Creativity" is heavy?
Question 1 Your gender:	correlation coefficient	0.046
	p-value	0.395
Question 2 What is your grade?	correlation coefficient	0.019
	p-value	0.722
Question 3 What is your age?	correlation coefficient	0.091
	p-value	0.092

* p<0.05 ** p<0.01

		Pearson correlation - verbose format
		Question 13 What is the learning situation of your "project teaching" group?
Question 1 Your gender:	correlation coefficient	0.014
	p-value	0.799
Question 2 What is your grade?	correlation coefficient	0.047
	p-value	0.385
Question 3 What is your age?	correlation coefficient	0.056
	p-value	0.296

* p<0.05 ** p<0.01

As can be seen from Figure 4.10, use the chi-square test (cross analysis) to study Q8 "During the classroom learning process, do you think the items set by the teacher can arouse your interest?" Is the task heavy when learning "project teaching" in class?" The samples showed differences after testing. It shows that students have a high degree of interest in the projects set by the teacher, and they think that the project is easy to learn and easy given the "task amount". Time. Therefore, choose the size of the project task carefully.

		Q8							
Cross (chi-square) analysis results									
Topic	Options	Very good, great interest in learning	Good, the project fits the reality	Interested and willing to learn	Has some effect, not obvious	It doesn't work, it's just a form	Total	χ2	p
Q9	easy, not heavy at all	40.00%	46.00%	14.00%	0.00%	0.00%	100	270	0.000**
	easy, relatively easy	31.03%	55.86%	12.41%	0.69%	0.00%	145		
	General, same as regular	12.82%	35.90%	20.51%	7.69%	23.08%	39		
	It is heavy and requires a lot of thought	3.33%	3.33%	3.33%	46.67%	43.33%	30		
	Very heavy and takes a lot of effort on the course	0.00%	0.00%	9.38%	43.75%	46.88%	32		
	Total	26.30%	41.04%	12.72%	9.25%	10.69%	346		

* *p*<0.05 ** *p*<0.01

Figure 4.10 Q8 and Q9 cross (chi-square) analysis results

From Figure 4.11, use the chi-square test (cross-analysis) to study Q8 "During the classroom learning process, do you think the items set by the teacher can arouse your interest?" sample, and Q13 "The learning of the "item teaching" group you are in What's the situation?" After the sample was tested, it showed a difference; with high interest, team members can actively complete the task and with low interest, team members treat the job negatively. Therefore, in project teaching, teachers should use various methods to stimulate students' interest in learning while maintaining students' interest in learning.

		Q8							
Cross (chi-square) analysis results									
Topic	Options	Very good, greatly aroused interest in learning	Good, the project fits the reality	Interested and willing to learn	Has some effect, not obvious	It doesn't work, it's just a form	Total	χ2	p
Q13	Very good, every member can actively participate, divide and cooperate, and complete various tasks together	41(37.61)	53(48.62)	15(13.76)	0(0.00)	0(0.00)	109	260	0.000**
	Good, with most members actively discussing and participating in tasks	43(34.13)	68(53.97)	15(11.90)	0(0.00)	0(0.00)	126		
	Generally, only half of the members can actively complete the task	7(14.29)	20(40.82)	7(14.29)	4(8.16)	11(22.45)	49		
	Relatively poor, need to constantly urge supervision to complete passively	0(0.00)	1(3.70)	3(11.11)	14(51.85)	9(33.33)	27		
	Very poor, every time only the team leader or some individual members actively do things, other members do not care	0(0.00)	0(0.00)	4(11.43)	14(40.00)	17(48.57)	35		
	Total	91(26.30)	142(41.04)	44(12.72)	32(9.25)	37(10.69)	346		

* *p*<0.05 ** *p*<0.01

Figure 4.11 Crossover (chi-square) analysis results of Q8 and Q13

As can be seen from Table 4.5, use correlation analysis to study and study Q9 "Do you think the task is heavy when you are doing project teaching and learning in the course of "Advertising Planning and Creativity"?" The sample is for question 13, "The learning situation of your project teaching group" How?" The models showed differences after testing. It shows a significant positive correlation between the

problem of the teacher's assigned items and the students' learning situation. Therefore, choose the difficulty of the project carefully.

Table 4.5 The Role of project teaching and capacity improvement

Pearson correlation - verbose format		
		Question 9 Do you feel that the task of "project teaching" in the course of "Advertising Planning and Creativity" is heavy?
Question 13 What is the learning situation of your "project teaching" group?	correlation coefficient	0.686**
	p-value	0

 * *p*<0.05 ** *p*<0.01

It can be seen from Table 4.6 that when carrying out "project teaching," 41.91% of the students think that the project tasks are more accessible and easier, and 28.90% of the students think that the projects are easy and the amount of functions is not heavy at all. The extent needs to be further considered. In terms of group learning, 36.42% of the students can actively discuss and participate in various tasks, 31.50% think it is perfect, and 17.9% of the students are in a negative state of learning in the group and need team members. Only by urging and urging can the project tasks be completed, and it also reflects that the team needs someone who can drive the enthusiasm of the group.

Table 4.6 Analysis of project teaching process and task load

Topic	Options	Frequency	Percentage (%)
Do you feel that the task of "project teaching" in the course of "Advertising Planning and Creativity" is heavy?	Easy, not heavy at all	100	28.9
	Easy, relatively easy	145	41.91
	General, same as regular course	39	11.27
	It is heavy and requires a lot of thought	30	8.67
	Very heavy and takes a lot of effort on the course	32	9.25
What is the learning situation in your "teaching by project" group?	Very good, every member can actively participate, divide and cooperate, and complete various tasks together	109	31.5
	Good, with most members actively discussing and participating in tasks	126	36.42
	Generally, only half of the members can actively complete the task	49	14.16
	Relatively poor, need to constantly urge supervision to complete passively	27	7.8
	Very poor, every time only the team leader or some individual members actively do things, other members do not care	35	10.12

From Table 4.7, it can be seen that the analysis of project teaching evaluation: the results of the data on which evaluation method is mainly used by teachers to evaluate the learning situation show that the teacher's preferred method of project evaluation accounts for 26.30%, and comprehensive evaluation accounts for 21.97%. 19.6%. The data show that in the follow-up project teaching model research, it is necessary to insist on the diversification of curriculum evaluation. 36.71% of the students think it is fair and reasonable, 10.4% of the students don't care about the evaluation method, and 9.54% of the students do not accept the current teacher's evaluation method. Figure 4.12 shows in the data analysis of the project presentation and reporting sessions that more than 60% of the students believe that reporting is necessary, which can improve the motivation of learning, promote communication and learn more methods. Figure 4.13 In the survey of the most favorite link of project teaching, brainstorming, report presentation, and team building data accounted for a relatively high proportion, but only 14.45% liked the practical production, which shows that students are interested in practical production. The degree of attention to

one link is not enough, and it is necessary to improve students' awareness of practical operations.

Table 4.7 Project teaching evaluation situation

Topic	Options	Frequency	Percentage (%)
Which evaluation method does your "Advertising Planning and Creativity" teacher mainly use to evaluate your learning?	theory test	68	19.65
	Project Evaluation	91	26.3
	Student mutual evaluation	48	13.87
	Self-evaluation	63	18.21
	Overview	76	21.97
Do you think this evaluation method can make an objective evaluation of your learning status of the subject of "Advertising Planning and Creativity"?	Don't care, any kind of evaluation is fine	36	10.4
	Not very acceptable, does not reflect my learning situation	33	9.54
	Accepted, better than previous evaluation methods	52	15.03
	Relatively acceptable, the evaluation method is suitable	98	28.32
	Very accepting, fair and reasonable, can comprehensively reflect personal learning level	127	36.71
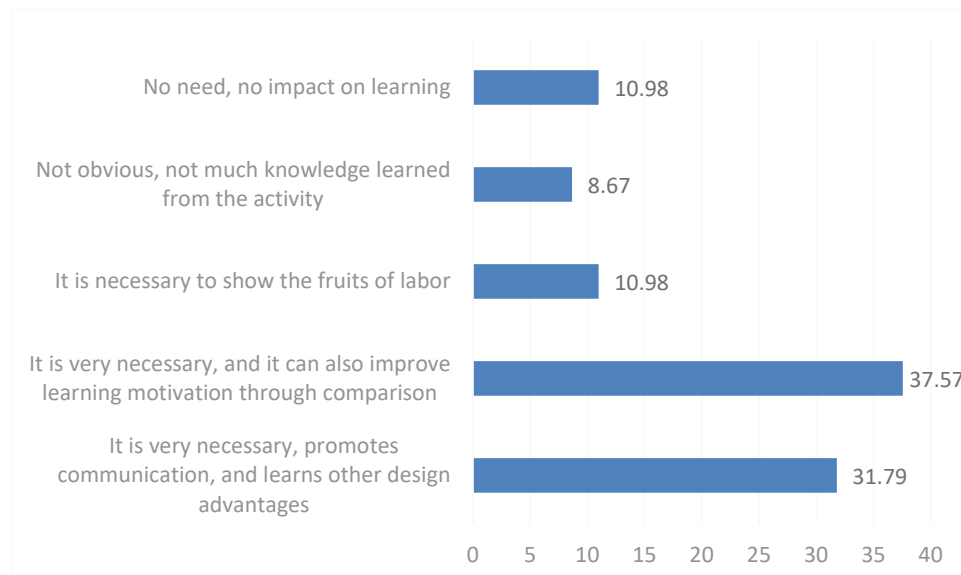
Figure 4.12 Students' views on the presentation and summary of results after completing the project
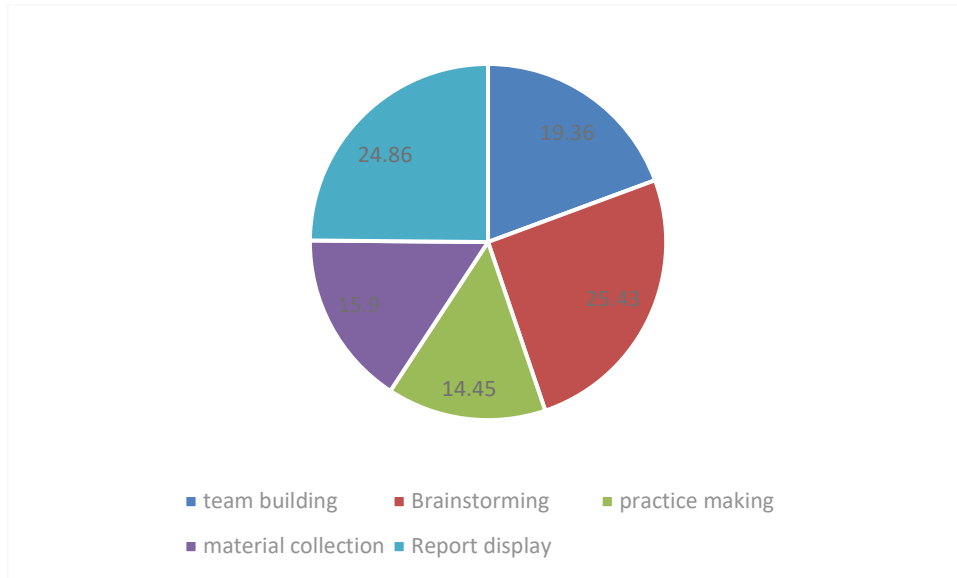
Figure 4.13 Which part of project teaching do students prefer

The data analysis of whether they are willing to continue to use project teaching for learning, shows that 42.2% are relatively hopeful, and 26.3% are very hopeful. It shows that the project teaching has had a positive impact on the students. Students believe that project teaching is an effective way of learning, and also feel the fun and challenges of project teaching. These positive influences and feelings make students more willing to continue to use project teaching for understanding.
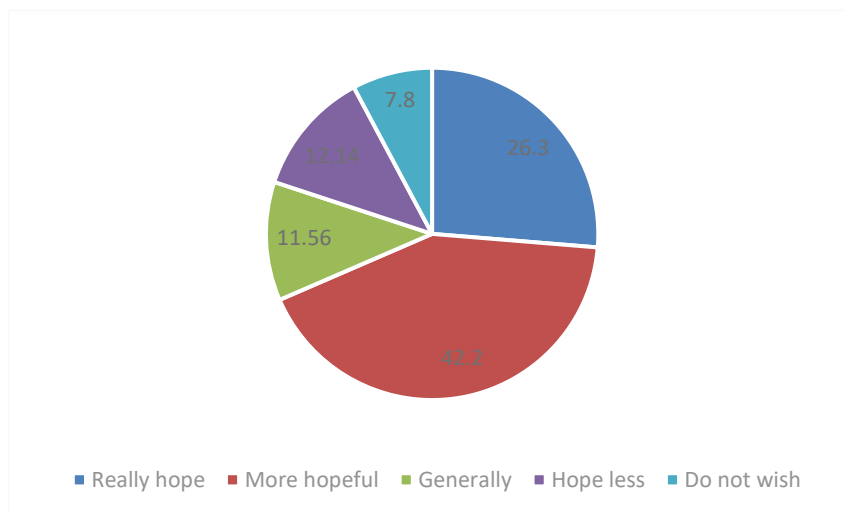
Figure 4.14 Students' learning status on whether the project teaching should continue to be applied to the course of "Advertising Planning and Creativity"

4.2.6 Interview survey analysis

Based on the questionnaire survey, the author conducted an interview survey with the teachers to have a more comprehensive understanding of the teaching status of the project teaching in the "Advertising Planning and Creativity" course. Select the advertising art design major of Q vocational college as the course teacher of

"Advertising Planning and Creativity" as the interview objects, a total of 4 people. Because of the small size of the sample, the topic analysis method was used to manually process the interview text.

The first step is to organize the interview content of the four teachers into transcripts and get familiar with the interview data. The second step is to manually code, and use different color highlighters to mark the keywords, the third step is to analyze the coding to find the theme and combine different coding to form an overall theme. The fourth step is to review and refine the topic, reading all extracts from each topic in detail, considering its validity on the data set, and thinking about whether there is anything else missing or that could be re-coded. The fifth step is to analyze and summarize each topic or subheading:

Project teaching can enhance the learning effect of Advertising Planning and Creativity and help students improve their comprehensive vocational skills. In practical application, project teaching can improve students' ability to cooperation, innovation, and practice, and help students internalize knowledge. However, although project teaching can promote the development of students' comprehensive quality to a certain extent, there is still a certain gap compared with the expected goal. The reasons for this gap can be summarized as follows:

The 4 teachers interviewed all have a strong sense of project teaching. But the practical experience of project teaching will affect the teaching effect. Teachers in colleges and universities generally have relatively strong professional basic knowledge and technical application capabilities, but now teachers face other tasks such as scientific research, school-based courses, and teaching plan arrangements in addition to teaching tasks. Generally speaking, project teaching requires more time and energy from teachers and students to complete. Therefore, teaching will be somewhat affected. Project teaching puts forward higher requirements for teachers. Project management skills, teaching skills, teamwork skills, and information technology skills are required, and there is a need for constant updating of knowledge. All of these require teachers to volunteer their time and energy.

Higher vocational students' learning ability and self-discipline are weak, and the gap in basic ability between students affects the degree of teachers' control of the classroom to a certain extent, which will lead to many problems in the process of project teaching. In the selection of projects, the degree of difficulty, project size, operability, and other issues need to be carefully considered by teachers. Students who cannot complete the difficult project will affect their learning enthusiasm, and too simply can not achieve the advantages of project teaching. The selection of project topics needs to be realistic, interesting, and suitable. Only such topics can students have a strong interest in supporting them to make project products in the practice process.

Teaching evaluation is not perfect. Evaluation criteria are not clear. Standards can both constrain the implementation of activities and test the effects of activities. Through data collation, it is found that the purpose of the project teaching method in the advertising major of Q colleges is to promote the development of student's abilities, but what kind of standard is used to judge whether "project teaching" promotes the development of student's abilities, etc., most teachers use project The evaluation is based on whether it is completed or not, but a relatively complete evaluation system has not been formed before the project teaching is carried out, so the teaching evaluation is not comprehensive and clear enough, and it also makes the evaluation a mere formality.

Table 4.8 Themes Formulation

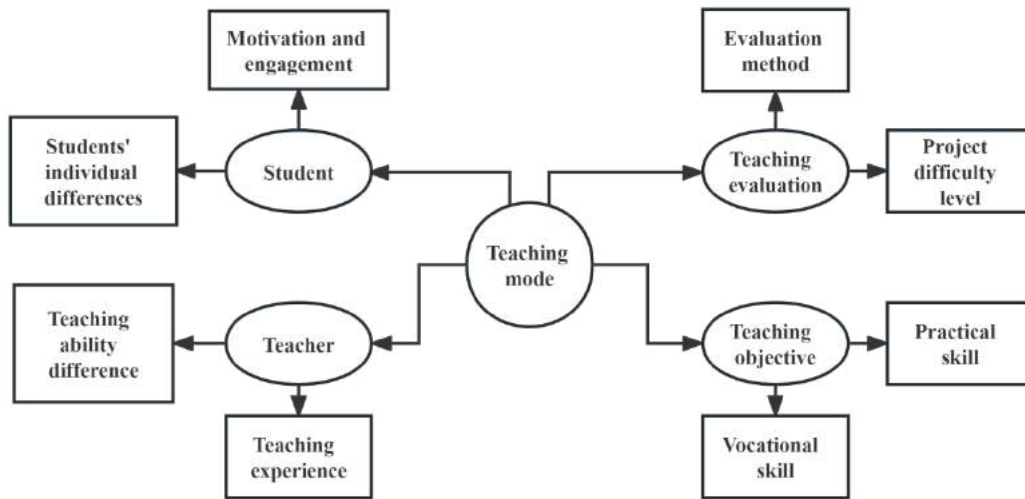| Gathering Codes from all participants	Content extraction	Sub themes	Themes
Practical training is often long, simulating the workplace, undertaking corporate projects, teamwork ability, and brainstorming to improve innovation ability.	Practical skill	Teaching objective	Teaching mode
	Vocational skill		
Full participation, active discussion, and thinking, Interest, ability, personalized Settings, consideration of student needs, poor foundation, poor learning effect, student potential, students rely on teammates and teachers, students fish in troubled waters.	Learning enthusiasm	Student	
	Individual differences of students		
Regular review of the progress of the project, summary evaluation, curriculum consistency, different teacher evaluation methods are different, the evaluation system does not have a relatively standardized standard, difficulty to choose the project theme, difficulty to grasp the difficulty, project uncertainty, team cooperation.	Project difficulty level	Teaching evaluation	
	Evaluation method		
Full use of the project, frequent use of the project, enough experience, grasping every link, classroom control, making detailed plans, assigning tasks.	Teacher experience	Teacher	
	Teaching ability		

Figure 4.15 Thematic map

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study is guided by cooperative learning theory, constructivism theory, and action learning theory. The actual situation of using project teaching in the course of "Advertising Planning and Creativity" in higher vocational colleges based on a questionnaire survey and interview analysis, the following conclusions can be drawn:

Conclusion 1: Using project teaching in the course "Advertising Planning and Creativity" at Quanzhou vocational colleges can help improve students' learning effects. Project teaching emphasizes that students acquire knowledge and skills by solving practical problems to achieve their learning goals. Project teaching usually involves topics or tasks that students are interested in. During the teaching process, it can stimulate students' learning interests and improve students' learning motivation. During the course of the project, students need to constantly try and explore, and continuously improve and optimize the program, which can cultivate students' tenacity and perseverance, and enhance their self-confidence and self-motivation.

Conclusion 2: Using project teaching in the course "Advertising Planning and Creativity" at Quanzhou vocational colleges is conducive to cultivating students' awareness of independent innovation and cooperation. Project teaching usually requires students to complete projects in groups or teams. Effective communication and association between students can cultivate students' cooperation; students' independent innovation consciousness is produced in the process of independent design and completion of projects.

Conclusion 3: Using project teaching in the course "Advertising Planning and Creativity" at Quanzhou vocational colleges is beneficial to students' comprehensive professional ability. Communication ability, problem-solving ability, innovative thinking, and practical ability are all indispensable abilities in the workplace. Students can truly master the skills and methods of advertising planning and creativity in the project teaching practice, and continuously strengthen their comprehensive professional ability, professional quality, and workplace competitiveness, to truly become a talent in the advertising industry.

To sum up, it is efficient and beneficial to use project teaching in the course of "Advertising Planning and Creativity." Through project teaching, students can get comprehensive training in independent thinking, problem-solving, teamwork, innovative thinking, etc., which helps to improve their professional ability and competitiveness. At the same time, project teaching can also stimulate students' learning interest and enthusiasm, and improve students' learning effects and learning outcomes. Teachers and students approve of this teaching method. However, based on

the analysis of the survey results of the school's students and teachers, it is found that there are still some deficiencies in the implementation of project teaching, mainly in the following three aspects:

The insufficient ability of students: The teaching mode of project teaching puts higher requirements for students. There are differences in students' essential knowledge, students' learning ability and hands-on ability are uneven, teaching effects are also different, and the lack of learning motivation will also affect the teaching effect. The division of labor is unclear, and teamwork needs to be strengthened: During the implementation of the project, students divide the work into groups according to the formulated plan, and the team members must have a clear sense of responsibility. If there is no effective cooperation, it is impossible to achieve the expected goal. Moreover, students have not formed a complete learning strategy, and cannot effectively apply theory to practical projects. It is necessary to strengthen students' learning methods and carry out thinking training. At the same time, students' learning interests and enthusiasm need to be further improved, and students' learning interests and spirit must be maintained. Enhancing students' classroom interests and enthusiasm is conducive to improving classroom effectiveness.

Teachers themselves are not capable enough. Teachers with long teaching experience have a better ability to control project teaching. Therefore, teachers' ability and teaching experience level have a significant impact on the implementation of project teaching. Teachers must continuously improve their professionalism, organizational skills, teaching strategies, and communication skills to implement project teaching better.

The project selection of project teaching is complex, and the teaching evaluation is not perfect. Project design is the beginning of the entire project implementation process. The problem and operability of the project and the size of the project need to be carefully considered. The difficulty of the task will directly affect the enthusiasm of students. At the same time, during the implementation process, the project should be decomposed and a clear project process system should be established. Moreover, project teaching places more emphasis on the evaluation of the teaching process, and requires a standardized and comprehensive evaluation of the projects completed by students. Therefore, it is necessary to pay attention to the formulation of project teaching evaluation standards and the diversification of evaluation forms.

5.2 Optimization of the teaching mode of the "Advertising Planning and Creativity" project

5.2.1 Teachers strengthen their capacity building

Change the role orientation of teachers: Teachers need to change from imparting knowledge to guiding students' learning, to maximize the teaching effect. First of all, we must weaken the authority of teachers, so that students feel that teachers are just guides and mentors, not decision-makers and managers. To provide students with various learning resources as much as possible, according to learning objectives and content, determine themes, and formulate project plans. The second is to establish a cooperative relationship with students so that students feel that teachers are partners who help them solve problems. Guide students to take the initiative to learn, let students participate in the teaching process, ask questions, solve problems, and share their own experiences and insights, to stimulate students' learning interest and independent learning ability. Provide personalized guidance, formulate different teaching plans and strategies according to each student's differences and learning goals, divide students into different and complementary groups, organize learning activities, and ensure the quality and effectiveness of learning, so that each student can make the most significant progress on their basis. Finally, the teacher should follow up on the progress and effectiveness of each group of students in the process of project task implementation, and give timely feedback and guidance to students during the implementation process.

Stimulate students' interest in learning and maintain students' interest in learning. Choose an appropriate project topic: The project topic should be relevant to the student's interests and knowledge background, and should be sufficiently challenging and feasible. If the project topic is too dry or too difficult, students may lose interest. Create an interesting learning environment: In the process of project teaching, teachers should create an interesting learning environment, such as using games and interactive activities to help students better understand and master knowledge. This helps to stimulate students' interest in learning. Take advantage of students' points of interest: Teachers should understand students' points of interest and use these points of interest to design project tasks to stimulate students' interest in learning. Provide positive feedback: In the process of project teaching, teachers should give students positive feedback in time to help students increase their self-confidence and interest. Teachers should encourage and reward students if they make progress. Encourage students to cooperate at the same time: project teaching usually requires students to work in teams, and encouraging communication and cooperation among students can improve students' team awareness and collaboration ability.

Strengthen project teaching experience: Choose appropriate project tasks according to the level and ability of students, flexibly adjust the difficulty of project tasks, and ensure that the tasks are challenging and feasible. Strengthen the level of

project research, understand the methods and skills of project research, and master the latest developments and achievements of project research. You can strengthen your understanding and mastery of project research by participating in relevant training, going to enterprises for exercises, and participating in research activities. Before carrying out project teaching, it is very important to conduct interviews with students, which can help teachers better understand students' learning needs and interests, to better design the content and methods of project teaching. According to the student's ability level, cognitive experience, and personality, select suitable projects to combine with textbook knowledge, and combine course knowledge with real-world problems, so that the selected projects can stimulate students' desire to explore, learn interest, and build a better teacher-student relationship. Constantly explore new methods of project teaching, and understand the latest concepts and development trends of project teaching, to better guide students to carry out project learning. You can learn about the latest developments and achievements of project teaching by participating in relevant academic conferences and corporate exchange activities. Strengthen project reflection and summary, understand the shortcomings of project teaching, adjust teaching methods and strategies in time, and improve the effectiveness of project teaching. Through regular project reflection and summary, we can discover the deficiencies of project teaching and take timely measures to improve them.

5.2.2 Optimal design of the teaching mode of the course project of "Advertising Planning and Creativity"

Optimize the teaching mode of the design project. Construct a project teaching mode of "student-centered, teaching goal-oriented, practical cooperation as the principle, and diversified teaching evaluation".

Student-centered: The goal of training students majoring in advertising is to cultivate technical talents, cultivate students' practical ability, students master relevant technical means and skills, and at the same time cultivate their creative thinking ability and innovation ability, so that they can be better in future work. Well adapted to the development and needs of the industry. When constructing the teaching model, it should be designed around the learner. Students are the main body of learning, conduct research on students, understand their learning goals, learning styles, backgrounds, and learning needs, etc., choose the project difficulty suitable for students, guide to stimulate students' interest, mobilize students' learning enthusiasm, to better design for them Project Description. Paying attention to the guidance of students' learning strategies can improve students' learning ability and level through various methods methods.

Guided by teaching objectives: Teaching objectives play a guiding role in teaching activities. The teaching goal is the employment goal. According to the employment goal, the project practice is designed, and the vocational skills and practical experience are integrated into the project practice so that students can master

professional skills and practical experience in the project practice. Project teaching is carried out step by step, guided by each step, reasonably designing teaching activities, clarifying the task goals of each link of students, and allowing students to complete this goal through appropriate teaching methods.

Principle of practical cooperation: project teaching emphasizes the combination of theory and practice, mainly to improve students' practical ability. Externalize students' theoretical knowledge into practical ability. The selected projects should provide students with sufficient practical opportunities, and continuously improve their abilities in the actual operation process. Project teaching requires students to work in teams to complete tasks together. In actual work and life, we are not "fighting alone". A single person cannot complete all the work, and a team needs to cooperate. In the project, everyone has their role to play, reasonable division of labor, clear responsibilities, and cooperation to ensure the success of the project. Teachers should do a good job of supervision during this process, and regularly check the progress of the project by regularly monitoring the progress of the project, providing technical support, encouraging students to cooperate, and providing feedback and suggestions to ensure that the project is carried out smoothly according to the schedule and establish effective communication Channels to ensure good collaboration and cooperation among team members, providing students with valuable feedback and suggestions to help them improve their projects.

Diversified teaching evaluation: Teaching evaluation is indispensable. A single evaluation method cannot completely define the learning effect on students. In the project teaching, a variety of evaluation methods are adopted to evaluate the performance of students in multiple aspects and dimensions. Formative evaluation pays more attention to the learning process and progress of students and evaluates the attitudes and behaviors of students in the process of implementing project teaching: student participation, completion status, homework performance, etc. This is to adjust and improve the teaching process. After the project teaching works are completed, the enterprise evaluation will be carried out to evaluate the quality of the students' works, including design ideas, color matching, layout design, technological innovation, etc., to determine whether the results meet the requirements of the enterprise. Enterprise evaluation needs to pay attention to students' practical ability and career development abilities and provide students with targeted feedback and suggestions to help them further improve their employment competitiveness. At the same time, evaluators need to respect students' intellectual property rights and privacy rights to ensure the fairness and transparency of the evaluation process. For student-student mutual evaluation and self-evaluation, an evaluation scale needs to be generated. It should be noted that in the evaluation, students need to respect the performance and achievements of others and give evaluations objectively and fairly. The summative evaluation uses the final exam results as the basis to evaluate the student's learning situation in stages.
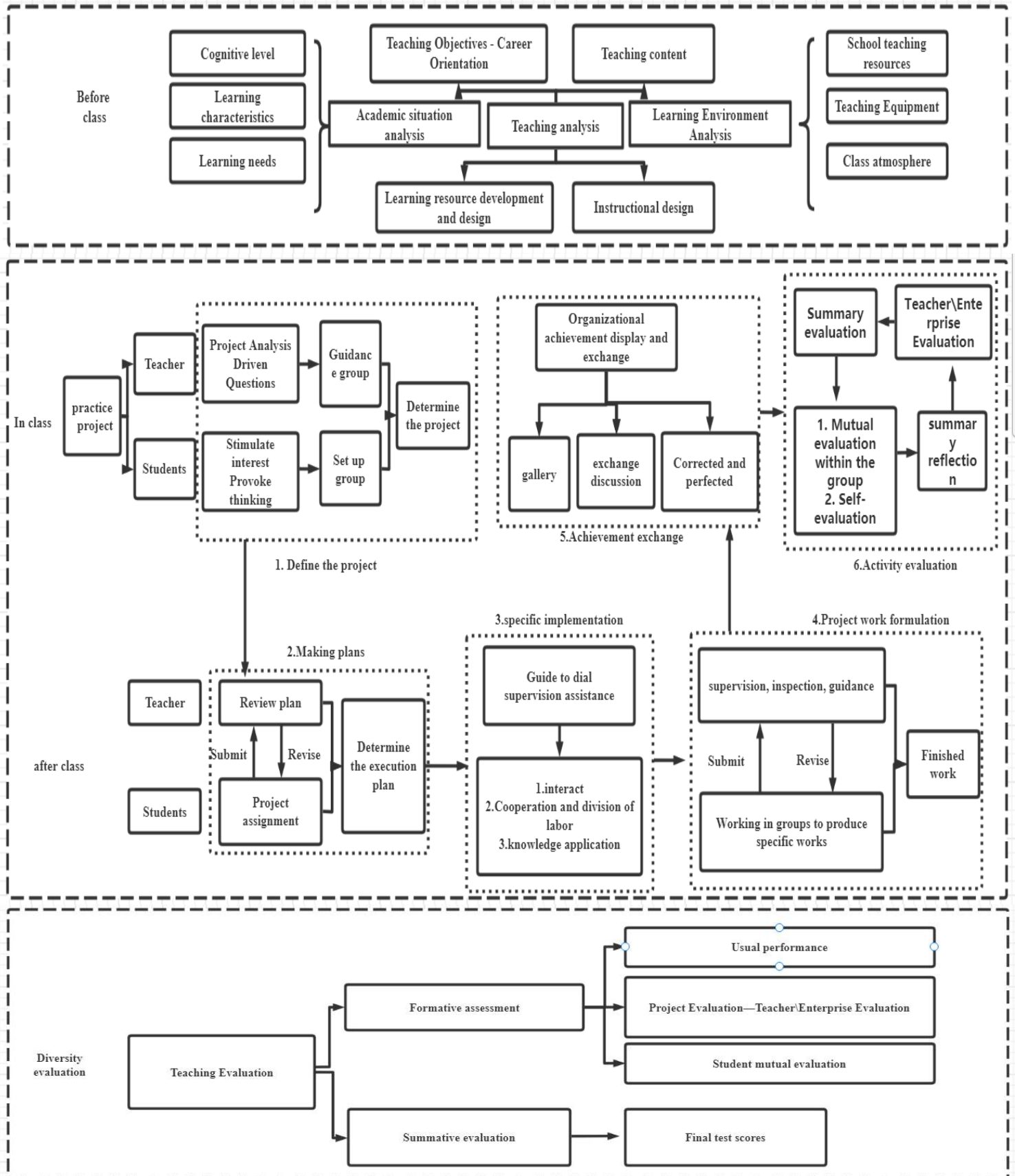
Figure 5.1 Optimizing Design of Project Teaching Mode

5.2.2.1 Pre-class preparation stage (project teaching preparation stage)

The basic analysis of the teaching situation is mainly carried out. There are mainly learning situation analysis, teaching analysis, and learning environment analysis. Learning situation analysis is to understand the situation of students before class. Understand students' cognitive level, learning characteristics, and learning needs. Teaching analysis is mainly divided into teaching objectives, that is, employment orientation and teaching content analysis. Before the project begins, an analysis of the teaching objectives of the course is carried out. Find out the important and difficult points of teaching according to the knowledge points of different chapters, and design teaching activities. Teaching content analysis Different course content designs different teaching methods, adopts teaching methods suitable for students, and improves teaching quality. Learning environment analysis, analyzing the current learning environment of students, class atmosphere, hardware and software equipment, and school teaching resources. In a good class atmosphere, students are more likely to concentrate and improve learning efficiency. Modern teaching equipment can improve students' learning efficiency. Learning efficiency, increasing their information volume, improving the utilization rate of the external environment, and enhancing the teaching effect.

5.2.2.2 In-class teaching phase

The class is mainly classroom teaching. The teacher divides the students into groups according to certain principles. The teacher explains the relevant requirements of the project. The students clarify the project tasks, and the group cooperates to complete the formulation of the corresponding project plan, which is handed over to the teacher for review and revision, and to determine the implementation plan. Start the specific implementation, after confirming the production of the project, explain the project, and display the works. Teachers need to grasp the direction of the overall task according to the progress of each link, discover and solve problems promptly, give guidance to students promptly, and help students complete project tasks. At the same time, according to the requirements of project teaching, teachers also need to organize project evaluation after the completion of project works to help students understand their learning results and further improve students' learning effects and practical ability.

5.2.2.3 After class completion stage

The after-class stage is mainly the stage of students' autonomous project learning, which complements classroom learning. In this phase, the team role is emphasized. Effective collaboration and cooperation are required among team members to complete project tasks together. In this process, students need to give full play to their professional skills and comprehensive quality and apply theoretical knowledge to the actual operation process. Teachers can use online guidance and other methods to assist students in learning, help students solve problems encountered in learning, and provide learning resources and support. Teachers can also provide personalized learning guidance according to the actual situation of students to help students better complete project learning tasks.

5.2.2.3 Teaching Evaluation

Use a variety of teaching evaluations. Formative evaluation pays more attention to the learning process and progress of students and evaluates the attitudes and behaviors of students in the process of implementing project teaching: student participation, completion status, homework performance, etc. This is to adjust and improve the teaching process. After the project teaching works are completed, the enterprise evaluation will be carried out to evaluate the quality of the students' works, including design ideas, color matching, layout design, technological innovation, etc., to determine whether the results meet the requirements of the enterprise. Enterprise evaluation needs to pay attention to students' practical ability and career development abilities and provide students with targeted feedback and suggestions to help them further improve their employment competitiveness. At the same time, evaluators need to respect students' intellectual property rights and privacy rights to ensure the fairness and transparency of the evaluation process. For student-student mutual evaluation and self-evaluation, an evaluation scale needs to be generated. It should be noted that in the evaluation, students need to give evaluation objectively and fairly, and need to respect the performance and achievements of others. Summarize the evaluation, take the final exam results as the main reference basis, and use this as the basis to evaluate the student's learning situation in stages. Establishing a reasonable, effective, and scientific evaluation system is conducive to improving the teaching effect of the project, helping students to better discover their strengths and weaknesses, and promoting students' learning and development. At the same time, the evaluation system can also provide teachers with more objective and comprehensive feedback, help teachers better understand students' learning conditions, and formulate more effective teaching plans and methods.

5.3 Further Study

This study is only conducted in one higher vocational college, the coverage of the research object is low, and the research scope is small. The curriculum characteristics and project teaching of the course "Advertising Planning and Creativity" in higher vocational colleges require teachers to have higher abilities in the actual implementation process. As well as the limitations of the researchers' practical experience and ability, there are still practical and theoretical difficulties in the promotion of this model in an all-round way. Therefore, in future research, the scope of the investigation should be expanded, the sample of research should be increased, and the teaching mode should be further studied.

Although it is advocated to apply project teaching to the education and teaching of the "Advertising Planning and Creativity" course, project-based learning does not apply to all the teaching contents of the "Advertising Planning and Creativity" course. The curriculum also needs further research and demonstration. Due to my limited

ability, there are also deficiencies in the teaching design, so I need to constantly improve my ability, and increase practical experience and theoretical literacy. I hope that in future research, I can expand the research scope, increase the research samples, improve my comprehensive strength, continue to improve the research, improve the application efficiency of the project teaching mode, and provide new ideas for the reform of the teaching mode in higher vocational colleges.

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Appendix

1.Questionnaire

Question 1 Your gender:

A. Male B. Female

Question 2 What is your grade?

A. sophomore B. junior

Question 3 What is your age?

A.20 B.21 C.22

Question 4 What is the overall classroom atmosphere of the "Advertising Planning and Creativity" course in your class?

A. Very active B. Relatively active C. Fair D. Relatively quiet E. Very quiet

Question 5 How did you answer questions, participate in discussions, and complete homework in the class of "Advertising Planning and Creativity"?

A.Very active B. Relatively active C. General D. Relatively passive E. Very passive

Question 6 Are you interested in the course "Advertising Planning and Creativity"?

A.Very interested B. Somewhat interested C. General D. Not interested E. Very not interested

Question 7 What do you think is the most difficult problem to solve during the course of "Advertising Planning and Creativity"?

A. The task assigned by the teacher does not know where to start

B. Unable to apply the learned knowledge to the tasks assigned by the teacher

C. The theoretical knowledge learned is difficult to understand and master

D. poor logical thinking

E. Embarrassed to ask others for help

Question 8 In the course of classroom learning, do you think the items set by the teacher can arouse your interest?

A. Very effective, professional, greatly arouses interest in learning

B. More effective and realistic

C. a little interested

D. Has some effect, not obvious

E. It doesn't work, it's just a form

Question 9 Do you think the task is heavy when you study "project teaching" in the course of "Advertising Planning and Creativity"?

A. Not heavy at all

B. Not very heavy, relatively light

C. Same as regular course

D. It is heavy and requires a lot of thought

E. very heavy and takes a lot of energy to put on the course

Question 10: What is your favorite link in the project teaching session?

A. Team building B. Brainstorming C. Practice production D. Material collection E. Report display

Question 11 Did you express your views in the "Project Teaching" group discussion?

A. Very active B. Relatively active C. Average D. Relatively passive E. Very passive

Question 12 What is your attitude towards the project teaching group?

A. a bit disappointed, dealt with it

B. The team leader is responsible, not very active

C. Moderate interests, general cooperation

D. A little interested, good cooperation

E. E. Actively participate and have sufficient interest

Question 13 What is the learning situation of your "Project Teaching" group?

A. Very good, each member can actively participate, divide and cooperate, and complete various tasks together

B. Better, most members can actively discuss and participate in various tasks

C. Generally, only half of the members can actively complete the task

D. It is relatively poor, and needs to be continuously urged and supervised to complete passively

E. Very poor, every time only the team leader or individual members actively do things, other members do not care

Question 14 When you encounter difficulties in the process of completing the project, which solution do you prefer?

A. Group members discuss and resolve

B. Find a solution by yourself

C. Ask the teacher for help

D. Ask friends and classmates for help

E. Combining multiple methods to solve

Question 15 Regarding the presentation and summary of the results after completing the project, what is your opinion:

A. It is very necessary to promote communication and learn other design advantages

B. It is very necessary, and learning motivation can be improved through comparison

C. It is necessary to show the fruits of labor

D. It is not obvious, and the knowledge learned from the activity is not much

E. It is not necessary and has no impact on learning

Question 16 Are you proud of the work your group has completed?

A. Very proud B. Relatively proud C. Fairly proud D. Not proud E. Very not proud

Question 17 Which evaluation method does your "Advertising Planning and Creativity" teacher mainly use to evaluate your learning?

A. theory test

B. Project Evaluation

C. Student mutual evaluation

D. Self-evaluation

E. Overview

Question 18 Do you think this evaluation method can make an objective evaluation of your learning status of the subject of "Advertising Planning and Creativity"?

A. Don't care, any kind of evaluation is fine

B. I don't quite accept it, and it can't reflect my learning situation

C. Accept, it is better than the previous evaluation methods

D. Relatively acceptable, the evaluation method is suitable

E. Very acceptable, fair and reasonable, and can comprehensively reflect personal learning level

Question 19 After participating in the "project teaching", do you think your understanding of the textbook knowledge of "Advertising Planning and Creativity" has changed?

A. Deeper understanding B. Relatively understanding C. General D. Still somewhat difficult to understand E. Can't understand at all

Question 20: Do you think that the project-based teaching model can promote your mastery of the basic knowledge and skills of the course?

A. Difficult to promote, the teacher spends too little time on basic knowledge in class, it is difficult to master relevant knowledge and skills

B. Challenging, incomplete mastery of knowledge and skills

C. The degree of promotion is average, and some knowledge and skills can be mastered through self-study and teacher guidance

D. Can promote, master knowledge and skills through self-study or teacher guidance

E. The promotion is obvious, and the mastery of knowledge and skills through project practice is deeper

Question 21 Do you think project teaching can improve learning initiative?

A. Greatly improved B. Can be improved C. Generally D. Little improved E. Not possible

Question 22 Is the "simulated company" form in the project teaching conducive to improving your professional quality and ability?

A. Very beneficial B. Relatively good C. Fair D. Not very useful E. Not beneficial

Question 23 Through the study of the project, which aspect of your ability do you think has been improved?

A. Information gathering ability B. Self-learning ability C. Problem-solving ability D. Innovation ability E. Teamwork learning ability

Question 24 Do you want to continue to apply this teaching method to the course of "Advertising Planning and Creativity"?

A. Very hopeful B. Relatively hopeful C. General D. Less hopeful D. Not hopeful

2. Teacher interview

Question 1: What is your teaching experience?

Question 2: What grade are you taking?

Question 3: How much do you know about project teaching method? What do you think of this teaching method and "Advertising Planning and Creativity"

What is the relationship between teaching and learning?

Question 4: Do you often use the project teaching method to teach the course "Advertising Planning and Creativity"?

Question 5: What do you think teachers should do when using the project teaching method to teach the course "Advertising Planning and Creativity"

How to ensure that each link is carried out in an orderly manner?

Question 6: Did you find any problems when you used the project teaching method to teach the course "Advertising Planning and Creativity"?

Question 7: What are your opinions and suggestions on the application of the project teaching method in the course of "Advertising Planning and Creativity"Proposal?