

Application of Pi Teaching Method in the Teaching of Advertising Practice

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Abstract: This paper studies the practice and application of PI teaching method in the course of advertising practice in Vocational Colleges from the following four aspects: 1. the basic introduction of PI teaching method; 2. PI teaching method implementation link; 3. Assessment and evaluation of PI teaching method; 4. Problems and solutions of PI teaching method.

1. Introduction

PI teaching method (peer teaching method) is another teaching method to develop students' learning initiative. Before class, all students should preview their homework and prepare the classroom teaching contents. In class, the student representatives of the designated group will give lectures, and the other group of students will listen to the teacher as a guide to summarize and comment on the students' teaching contents. Because of its novelty, this teaching method can significantly mobilize students' learning enthusiasm. Before class, students have fully learned the theoretical knowledge of the current class, consulted a large number of relevant materials, and fully learned the relevant knowledge; The change of lecturers will also improve the enthusiasm of students attending the class and actively participate in the interactive links of the course.

2. The Basic Links of Implementing Pi Teaching Method in Advertising Practice Course

Constructivist learning theory is the theoretical foundation of PI teaching method. In the teaching process, it is required to change the traditional concept of knowledge teaching, and establish a multi-dimensional interactive teaching with the goal of completing tasks and solving problems. In the process of teaching, pay attention to students' independent inquiry learning, so that students can maintain a positive learning state, and have the ability to independently use the learned knowledge and accumulated experience to design solutions and plan to solve problems through learning. The task driven advertising practice teaching must provide students with practical situations, set reasonable learning tasks for students, and take the students' task completion results as the indicators to test the students' learning effect during the course assessment. So as to make students' learning state change well in teaching, and be able to actively construct their own learning system.

PI teaching method mainly includes four basic links: creating situation and determining responsibility service, autonomous and cooperative learning and effect evaluation. Creating situation is the first step of PI teaching method. Through a more authentic learning situation to

guide students into the knowledge learning of advertising planning and marketing, students can not only be in a more intuitive learning situation and enhance the sense of substitution of learning, but also effectively awaken students' original knowledge and experience and strengthen the learning effect. Determining tasks is the key step of PI teaching method. By setting up learning tasks closely related to learning as the central content of students' learning, students can solve practical problems independently to achieve the purpose of cultivating students to connect old and new knowledge, construct knowledge system and carry out simple learning. Autonomous and collaborative learning is the link to implement the PI teaching method plan and achieve teaching objectives. After teachers establish the central task of learning and provide necessary clues to solve problems, let students give full play to their ability of autonomous learning, collect information and materials through individual or team cooperation, form solutions and implement solutions, and finally complete the whole learning task. Effect evaluation is an indispensable part of a complete PI teaching method. It is a necessary means to evaluate the effectiveness of teaching and students' learning effect. The content of effect evaluation should pay attention to comprehensiveness. It should include not only the evaluation of students' learning process and final learning results, but also the investigation of students' autonomous learning and active learning ability.

3. Application of Pi Teaching Method in the Reform of Examination Methods

By analyzing the meaning and each link of PI teaching method, I can draw a conclusion that the implementation of PI teaching method in the teaching reform of “reporting practice” should not only change the teaching concept and teaching means, but also make corresponding reforms in the examination and assessment methods.

3.1 Formulate a Scientific Assessment System

In the “advertising practice” examination, the traditional examination method has brought many disadvantages because it pays too much attention to the final examination. Therefore, we must establish a scientific assessment system around the concept and process of task-based teaching. On the one hand, the proportion of process examination and final examination should be reasonably allocated in the way of examination. Since the course of advertising practice pays more attention to the cultivation of students' practical ability and knowledge application ability, in the examination reform, we should pay more attention to process examination, supplemented by final examination, and improve students' practical ability and knowledge application ability through more effective process examination, so that students can really apply their knowledge to solve practical problems in advertising planning and marketing, cultivate students' task and project thinking, and enable students to better adapt to post work in the future. On the other hand, establish a scientific assessment index system. The formulation of assessment indicators should focus on the comprehensive quality of students in solving tasks, rather than just focusing on the final results. Quantify students' planning and design ability, execution ability, thinking ability and teamwork ability, and establish investigation indicators. In this way, in the process examination and final examination, we can avoid the misjudgment caused by a single result, reduce the impact of plagiarism and other behaviors on the examination effect, and make the final examination results truly reflect the performance of students.

3.2 Task Driven Process Examination

Process examination is an examination method that runs through the whole teaching process of advertising practice. It can dynamically and comprehensively reflect the real performance of

students. In the task driven process examination, in order to reflect the idea of PI teaching, a large advertising project can be arranged throughout the semester for students to study in groups. It is limited to one semester and divided into different teaching stages. Each stage determines the corresponding tasks according to the content, and carries out investigation in stages to investigate the learning effect of middle school students in each small stage. Finally, at the end of the term, ask students to submit advertising project plans in groups as the final results of students' process examination. When scoring, the results of the process examination should be divided into two parts: Students' personal performance and team performance. Personal performance is scored based on students' role in the team, completion of tasks in the team, and reflected comprehensive quality. The score of team performance will be evaluated by the whole team and scored according to the overall performance of the team. Then determine the weight of the two parts, and then add the weighted scores to the final score of the students in the process examination.

3.3 Embody the Idea of Pi Teaching in the Final Examination

Although the course of advertising practice pays more attention to the cultivation of students' practical ability. However, the role of summative examination can not be ignored. Summative examination can be used as a supplementary means to investigate students' basic theoretical knowledge. The final examination is arranged at the end of the term, which is the examination of theory and practice. In addition to setting selection, noun interpretation and other conventional questions in the final examination, practical application questions and case analysis questions should also be set driven by tasks. So as to investigate the students' mastery of knowledge, as well as the mastery of advertising planning, design, marketing and other processes and links, and reflect the idea of PI teaching and action orientation. In short, examination is an unavoidable link in teaching and a necessary means to assess students. However, whether the idea of PI teaching can be reflected in the reform of examination methods is an important problem to be solved in the teaching reform of advertising practice.

4. Problems and Countermeasures in Implementing Pi Teaching Method in Advertising Practice Course

In the teaching of advertising practice course, there are also some problems in the implementation of PI teaching method. Firstly, the preview stage is arranged before class, which has high requirements for students' autonomous learning and self-discipline learning. Some students can complete it, and some students basically don't do it. This needs to join the supervision of teachers and peers to solve this problem. Thirdly, when presenting group opinions, There is often a representative, so that other students can't get exercise. Therefore, when expressing in the group, we should consider the opportunity for each student to show. Finally, it is difficult to determine the way of course evaluation. It is necessary to conduct strict quantitative evaluation, quantify the performance in the process, and finally give the final evaluation result.

5. Conclusion

To sum up, the course of advertising practice adopts PI teaching method, so its effect evaluation should change the evaluation means and evaluation scale of traditional teaching, and combine the process assessment with the final written examination and the completion of implementation tasks according to the course tasks, teaching nature and characteristics. The ultimate goal of PI teaching method is to improve the teaching effect, enhance students' autonomous learning ability, and truly make students become the master of learning, learn to learn to learn and deal with problems.

Moreover, in the design of problems, the ways of PI teaching method can be diversified to truly cultivate students' ability to solve practical problems and autonomous learning.

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