Research on the Teaching Reform of Advertising Creativity Courses Based on the OBE Concept

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Abstract. In the context of the full penetration of smart media technology into the advertising industry, the intelligent transformation of advertising formats poses new requirements for the core literacy of creative talents. Traditional advertising creative courses have problems such as ambiguous teaching objectives, lagging content systems, and single evaluation mechanisms, which are difficult to meet the industry's urgent demand for compound creative talents. The OBE (Outcome-Based Education) concept, which focuses on learning outcomes and emphasizes reverse design and continuous improvement, provides a scientific theoretical framework for curriculum teaching reform. Based on the development characteristics of the advertising industry in the era of smart media, this paper deeply analyzes the practical difficulties in teaching advertising creativity courses and systematically constructs a teaching reform system based on the OBE concept, including clarifying outcome-oriented teaching objectives, reconstructing modular teaching content, innovating diversified teaching methods, establishing an evaluation mechanism that attaches equal importance to process and result, and improving the quality assurance system for continuous improvement. The study aims to provide practical paths for optimizing the teaching of advertising creativity courses in colleges and universities, and to help cultivate high-quality advertising creativity talents with Internet thinking, innovation ability and industry adaptability.

Keywords: The OBE Concept; Smart Media Era; Advertising Creativity Course; Teaching Reform; Talent Development.

1. Introduction

With the rapid development of digital technologies such as artificial intelligence, big data and virtual reality, human society has fully entered the era of smart media. Smart media technology has not only reshaped the production, dissemination and consumption patterns of advertising, but also promoted the transformation of the advertising industry from traditional creativity-driven to "technology + creativity" dual-wheel drive. Advertisers' growing demand for personalized, precise and interactive advertising works requires advertising creative talents to have a solid theoretical foundation in creativity, master the application ability of intelligent technology tools, and possess core qualities such as cross-border integration, data insight and user thinking.

Advertising creativity courses, as core courses for related majors such as advertising and digital media art, are key carriers for cultivating students' creative ability and industry adaptability. However, most domestic universities' advertising creativity courses still follow the traditional teaching model, which has problems such as disconnection between teaching objectives and industry demands, lagging update of teaching content behind technological development, teaching methods mainly based on theoretical lectures, and evaluation system focusing on result-oriented assessment, resulting in a significant gap between students' creative practical abilities and the actual demands of the industry. The structural contradiction between talent supply and market demand has become increasingly prominent.

The OBE concept, as an advanced educational idea, has been widely applied and promoted in the field of global higher education since it was proposed in the 1980s. The core logic is "beginning with the end in mind", that is, determining learning outcomes based on industry demands and students' development goals, then designing teaching objectives, teaching content, teaching methods and

evaluation systems in reverse around learning outcomes, and ensuring teaching quality through continuous improvement mechanisms. Introducing the OBE concept into the teaching reform of advertising creativity courses can effectively address the drawbacks of the traditional teaching model, achieve a precise connection between the teaching process and learning outcomes, and provide new ideas and methods for the cultivation of advertising creativity talents in the smart media era.

Based on the core content and curriculum design principles of the OBE concept, and in combination with the development characteristics and talent demands of the advertising industry in the smart media era, this paper systematically analyzes the practical challenges of advertising creativity curriculum teaching, and constructs the curriculum teaching reform plan from five dimensions: teaching objectives, teaching content, teaching methods, evaluation system and quality assurance With the aim of providing theoretical references and practical lessons for the optimization and upgrading of advertising creativity courses in colleges and universities.

2. The Value of Introducing the OBE Concept into Advertising Creativity Courses in the Era of Smart Media

2.1 The Content of the OBE Concept and Course Design Principles

The OBE concept, also known as Outcome-based education, was first proposed by American scholar William G. Spady in 1981. Its core is to organize and implement teaching activities around students' Learning Outcomes.[1] The OBE emphasizes that the essence of education is to equip students with the knowledge, skills and qualities needed for future life and work. It advocates starting with learning outcomes and reversely designing teaching objectives, teaching content, teaching methods and evaluation systems to ensure that all teaching activities serve the achievement of learning outcomes.

The curriculum design of the OBE follows four core principles: First, it is student-centered, focusing on students' learning outcomes rather than teachers' teaching input, emphasizing students' active participation and ability enhancement in the learning process; Second, outcome-oriented, learning outcomes are the core basis of curriculum design, and all teaching links should be centered around achieving learning outcomes; Third, reverse design, set teaching objectives based on learning outcomes, and then select teaching content, design teaching activities and establish evaluation criteria based on teaching objectives; Fourth, continuous improvement, through the evaluation and feedback of learning outcomes, continuously optimize the teaching process and enhance teaching quality.

In the field of higher education, the OBE concept has become an important guiding ideology for curriculum reform, especially for the teaching optimization of applied professional courses. The "end in mind" and "continuous improvement" logic it emphasizes can effectively bridge the gap between higher education teaching and industry demand, and enhance students' employability and career development potential.

2.2 Advertising Creativity and Advertising Creativity Courses

Advertising creativity is the core and soul of advertising activities. It refers to the process by which advertising practitioners, on the basis of a deep understanding of advertising goals, product features and the needs of the target audience, use creative thinking to transform abstract advertising strategies into concrete, vivid and infectious advertising works. Advertising creativity in the era of smart media is characterized by three major features: First, technology empowerment. Technologies such as artificial intelligence and big data provide support for creative generation, content optimization and precise dissemination; Second, user engagement, the creative process shifts from one-way output to two-way interaction, and user demands and feedback become important basis for creative optimization; Third, cross-border integration, deep integration of advertising creativity with digital media, games, film and television, and other fields, creating diverse forms of creative expression.

Advertising creativity is a core course for majors such as advertising, digital media art, and marketing, with the core objective of cultivating students' creative thinking ability, advertising planning ability, and creative practice ability. The course content typically covers modules such as advertising creativity theory, creative methods, creative presentation, case analysis and practical training. As a bridge between advertising theory and industry practice, the teaching quality of advertising creativity courses directly affects students' professional competence and employability, and its teaching reform is of great significance for improving the quality of professional talent cultivation.[2]

2.3 Introduce the OBE Concept and Accelerate the Teaching Reform of Advertising Creativity Courses

The transformation of the advertising industry in the era of smart media poses severe challenges to the teaching of advertising creativity courses.[3] However, the introduction of the OBE concept provides a scientific solution for the teaching reform of the courses and has significant practical value.

First of all, the OBE concept helps to clarify the alignment of course teaching objectives with industry demands. By researching the core competence requirements for advertising creative talents in the industry, the learning outcomes of the course are determined to make the teaching objectives clearer, more specific and measurable, avoiding the problems of ambiguous teaching objectives and disconnection from industry demands in traditional teaching.

Secondly, the OBE concept drives the optimization and update of teaching content. Design the teaching content in reverse around the learning output, remove outdated and stale knowledge modules, add intelligent technology applications, data insights, cross-border creativity and other contents that meet the demands of the smart media era, and build a curriculum content system that is in line with industry development.[4]

Again, the OBE concept promotes the innovation and upgrading of teaching methods. To achieve learning outcomes, it is necessary to break away from the traditional single teaching model of "teacher lecture + case analysis" and introduce diversified teaching methods such as project-based learning, flipped classroom, and interdisciplinary collaboration to stimulate students' initiative and creativity in learning and enhance their practical ability and teamwork ability.

Finally, the OBE concept improves the teaching evaluation system and quality assurance mechanism. By establishing a dual evaluation system that combines process evaluation and outcome evaluation, students' learning process and learning outcomes are comprehensively examined. At the same time, through the continuous improvement mechanism, teaching strategies are adjusted in a timely manner based on the evaluation results to ensure the steady improvement of teaching quality.

3. The Practical Challenges of Teaching Advertising Creativity Courses in the Smart Media Era

3.1 Insufficient Supply of Advertising Creativity Talents under the Intelligentization of Advertising Formats

The development of smart media technology has driven the advertising industry to achieve an all-round intelligent transformation. Smart technology is indispensable in every link of advertising planning, creative generation, content production, media placement, and effect evaluation. This transformation has set new requirements for the ability structure of advertising creative talents. In addition to traditional creative thinking and aesthetic ability, it also requires talents to have core capabilities such as data mining and analysis, application of intelligent tools, user behavior insight, and cross-media integration.

However, the current quality of advertising creative talent cultivation in colleges and universities fails to meet the industry's demands, and there is a significant gap in talent supply. On the one hand, the curriculum system of some universities lags behind, still focusing on traditional advertising

creativity theories and methods as the core teaching content, lacking systematic imparting of related knowledge such as intelligent technology and data thinking, resulting in students' knowledge structure being disconnected from industry demands; On the other hand, students' practical abilities are insufficient. Most of the practical teaching links remain at the stage of simulated creativity and lack the experience of real projects, making it difficult to adapt to the industry's requirements for the ability to implement creativity. The structural contradiction between talent supply and market demand has become an important factor restricting the high-quality development of the advertising industry.

3.2 Insufficient Internet Thinking in Traditional Advertising Courses Increases the Difficulty of Teaching Content Design

The core of Internet thinking is user thinking, data thinking, iterative thinking and cross-border thinking, and this thinking mode has been deeply integrated into the advertising creative process in the era of smart media.[5] The teaching content design of traditional advertising creative courses often centers on the artistic expression of advertising works, emphasizing the uniqueness and appeal of creativity, but neglecting the mining of user needs, data support, and iterative optimization of creativity. The absence of Internet thinking leads to a significant gap between the teaching content and the actual application in the industry.

In the era of smart media, advertising creativity is no longer simply artistic creation, but precise creativity based on data insights. For example, by analyzing users' consumption habits, interest preferences and behavioral trajectories through big data to provide direction for creativity; Iterate and optimize creative solutions through methods such as A/B testing to enhance advertising effectiveness. The lack of explanation of these new creative logics and methods in traditional teaching content makes it difficult for students to form creative thinking patterns that meet the needs of industry development.

At the same time, the rapid iteration of Internet technology has also increased the difficulty of designing teaching content. New technological applications, creative forms and industry cases keep emerging, demanding that teaching content be updated in a timely manner. However, the update of college courses often involves multiple steps such as course argumentation, textbook compilation, and syllabus revision, which takes a long time and makes it difficult to keep up with the pace of industry development, resulting in students' knowledge lagging behind the actual industry.

3.3 The Short-Term Nature of the Advertising Creativity Course and the Limited Resources

Advertising creativity, as an emerging core professional course, has been offered in most domestic universities for a relatively short period of time, and the course construction is still in the stage of continuous improvement, facing the reality of limited teaching resources.

In terms of teaching staff, there is a shortage of "dual-qualified" teachers with rich industry experience and solid theoretical foundation. Most teachers lack front-line experience in the advertising industry and have an insufficient understanding of the actual process, technology application and industry demand of advertising creativity in the era of smart media, resulting in a lack of close integration of theory and practice in the teaching process, making it difficult to effectively guide students' creative practice. At the same time, some teachers' knowledge structure is not updated in a timely manner, and their mastery of emerging technologies such as artificial intelligence and big data is insufficient, making it impossible for them to teach the relevant content in their teaching.[6]

In terms of teaching resources, the practical teaching of advertising creativity courses needs to rely on professional laboratories, training platforms and real industry project resources. However, some universities, due to insufficient financial input, lack hardware resources such as complete digital media laboratories and intelligent creative tools, which makes it difficult to carry out practical teaching smoothly; In addition, colleges and universities do not cooperate deeply enough with industry institutions such as advertising agencies and media platforms, and students have few opportunities to participate in real projects. Practical teaching is mainly simulation training, and the teaching effect is poor.

The limited nature of teaching resources not only restricts the richness and practicality of teaching content, but also affects the innovation of teaching methods and the improvement of teaching quality, becoming an important obstacle to the teaching reform of advertising creativity courses.[7]

4. Teaching Reform Path of Advertising Creativity Based on the OBE Concept

4.1 Define the Teaching Objectives of Advertising Creativity Courses with an Output-Oriented Approach

The primary task of curriculum reform based on the OBE concept is to define the learning output of the curriculum in accordance with industry demand and student development goals, and then formulate specific and measurable teaching objectives.

4.1.1 Research Industry Needs and Determine Core Learning Outcomes

Through questionnaires, in-depth interviews, industry report analysis, etc., research advertising creative positions in relevant institutions such as advertising agencies, media platforms, brand enterprises, etc., to identify the core knowledge, abilities and qualities required for advertising creative talents in the smart media era. The most valued abilities in the industry include: creative thinking ability, data insight and analysis ability, intelligent tool application ability, user demand mining ability, teamwork ability and creative implementation ability.

Based on the findings, determine the core learning outcomes of the advertising creativity course: First, master the basic theories, methods and processes of advertising creativity and have a solid foundation of professional knowledge; 2. Have the ability to plan and design creative ideas using technical tools such as big data analysis and artificial intelligence; Third, be capable of creating precise ideas based on user needs, and have excellent creative expression and implementation skills; 4. Good teamwork and cross-disciplinary communication skills, capable of participating in the creative practice of complex advertising projects; 5 Develop an Internet mindset and continuous learning ability to adapt to the rapid development of the advertising industry.

4.1.2 Break Down Learning Outcomes and Set Stratified Teaching Objectives

Break down core learning outputs into stratified teaching objectives in three dimensions: knowledge, ability, and literacy to ensure the operability and measuability of the teaching objectives.

In terms of knowledge objectives, students are required to master the core theories of advertising creativity (such as USP theory, brand image theory, positioning theory, etc.) and creative methods (such as brainstorming, mind mapping, reverse thinking, etc.); Understand the development trends and application scenarios of advertising technology in the smart media era (such as the application of artificial intelligence in creative generation and media placement); Be familiar with the basic processes and industry norms of advertising creativity.

In terms of competency objectives, develop students' creative thinking ability and enable them to independently complete innovative advertising creative proposals; Enhance data insight, be able to use data analysis tools to explore user needs and market trends, and provide support for creativity; Strengthen practical operation skills, be proficient in using design and production tools such as PS, AI, PR, as well as related technical tools such as big data analysis tools and intelligent creative platforms; Develop teamwork and communication skills, be able to participate in cross-disciplinary team creative projects, effectively express one's creative ideas and cooperate with the team to complete the work.

In terms of quality goals, cultivate students' user thinking and market awareness, and establish a creative concept centered on user needs. Cultivate a sense of dedication and professional ethics, and abide by the laws and regulations and professional norms of the advertising industry; Enhance continuous learning ability and innovative consciousness, and be able to proactively adapt to the updates and iterations of industry technology and concepts.

4.2 Improve Teaching Methods Based on Modular Settings of Teaching Content

4.2.1 Reconfigure the Modular Teaching Content System

Centering on learning outcomes, break the linear content structure of traditional advertising creative courses and reconstruct the modular teaching content system of "theoretical foundation + core competence + practical application" to ensure the precise alignment of teaching content with learning outcomes.

Module 1: Advertising Creativity Theory Foundation Module. It mainly covers the core theories, development history, basic principles and industry norms of advertising creativity. In line with the industry characteristics of the smart media era, supplement the relevant theories and logics of digital advertising creativity to enable students to build a solid theoretical foundation. At the same time, introduce excellent advertising creativity cases at home and abroad and help students understand the practical application of theoretical knowledge through case analysis.

Module 2: Intelligent Technology and Data Thinking module. This is a core module that meets the demands of the smart media era, mainly including the fundamentals of big data analysis, the application of artificial intelligence creative tools, data insights and creative decision-making, etc. The teaching will focus on the application methods of big data in user profiling, demand mining, and creative effect evaluation, as well as the operation skills of related tools such as AI painting tools and intelligent creative platforms, to cultivate students' data thinking and technical application abilities.

Module 3: Core Competence in Advertising Creativity Module. Focusing on the core processes of advertising creativity, it is divided into three sub-modules: creative planning, creative presentation, and creative optimization. The creative planning sub-module focuses on user demand mining, market analysis, creative concept refinement, etc. The creative presentation sub-module covers various forms of creative expression methods such as print advertising, video advertising, and interactive advertising; The Creative Optimization sub-module introduces knowledge related to A/B testing, user feedback collection, creative iteration, etc., and develops students' full-process creative ability.

Module 4: Interdisciplinary and Practical Application Module. In line with the trend of cross-disciplinary integration in advertising creativity, introduce basic knowledge from related disciplines such as digital media, marketing, and psychology to cultivate students' cross-disciplinary thinking. At the same time, real project practice sessions are set up, allowing students to participate in the creative planning and implementation of real advertising projects of enterprises to enhance their creative practice ability and teamwork ability.

4.2.2 Innovate Diversified Teaching Methods

To achieve learning outcomes, break the traditional single teaching model of "teacher lecture + case analysis" and introduce diversified teaching methods to stimulate students' initiative and creativity in learning.

One is project-based learning (PBL). Driven by real advertising projects, students are divided into several project groups to carry out full-process practices such as market research, creative planning, work production, and effect evaluation based on project requirements. During the implementation of the project, the teacher acts as a guide and supervisor, helping students solve problems they encounter and developing their project management skills, teamwork skills and creative implementation skills.

The second is the flipped classroom. Put the study of theoretical knowledge before class and let students study independently through online teaching videos, reading materials and other resources; Class time is mainly used for case discussions, creative presentations, group reviews and teacher comments. This teaching method can fully mobilize students' initiative in learning and enhance the interactivity and effectiveness of classroom teaching.

Third, interdisciplinary collaborative teaching. Teachers from related majors such as digital media arts, marketing, and computer science are involved in teaching. Students from different majors work together around the same advertising project, leveraging their respective professional strengths to develop students' cross-disciplinary communication and collaboration skills.

Fourth, industry mentors in the classroom. Invite senior creative directors, designers, etc. from the advertising industry to serve as off-campus mentors to impart cutting-edge industry knowledge and practical experience to students through special lectures, case sharing, practical guidance, etc., to bridge the gap between teaching and the industry.

4.3 Build a Dual Teaching Evaluation System that Combines Process-Oriented and Result-Oriented Assessment

The OBE concept emphasizes a comprehensive evaluation of learning outcomes, and the traditional result-oriented evaluation system based on final exams is no longer sufficient to meet the requirements.[8] Therefore, it is necessary to build a dual teaching evaluation system that combines process evaluation and outcome evaluation to comprehensively examine students' learning process and learning outcomes.

4.3.1 Process Evaluation

Process assessment mainly focuses on students' performance during the learning process, including aspects such as classroom participation, project progress, group collaboration, assignment completion, etc. It accounts for 60% of the total grade.

Classroom engagement (10%) : Scores are given based on students' performance in class speaking, case discussions, creative sharing, etc., and students are encouraged to actively participate in teaching interactions.

Quality of assignment completion (20%) : including various types of assignments such as theoretical assignments, creative design, and technical tool practice, with a focus on students' mastery of knowledge and basic application ability.

Project practice performance (20%) : For the project-based learning segment, scores are given from multiple dimensions such as project research, creative planning, work production, and teamwork, evaluated by both in-school teachers and out-of-school industry mentors.

Learning Reflection and Iteration (10%) : Students are required to submit learning reflection reports at the end of each teaching module, summarizing learning gains, existing problems and improvement directions, and assessing students' continuous learning ability and self-reflection ability.

4.3.2 Result-oriented Assessment

Outcome-based assessment mainly examines students' final learning outcomes, accounts for 40 percent of the total grade, and is conducted in the form of a comprehensive creative project at the end of the term.

The final integrated creative project requires students to complete a full advertising creative plan independently or in groups, including a market analysis report, user profile, creative concept, work design, effect prediction, etc. The evaluation criteria mainly include the innovation, feasibility and targeting of the creativity, as well as the artistic expression and technical application of the work. The evaluation panel, composed of in-school teachers and off-campus industry mentors, gives a comprehensive score to students' creative proposals to ensure the objectivity and professionalism of the evaluation results.

4.3.3 Evaluation Feedback and Application

Establish a sound evaluation and feedback mechanism, provide timely feedback on evaluation results to students, help students understand their strengths and weaknesses, and clarify the direction for improvement. At the same time, use the evaluation results as an important basis for continuous teaching improvement. By analyzing the problems students have in terms of knowledge acquisition, ability improvement, etc., adjust the teaching objectives, teaching content and teaching methods, and optimize the teaching process.

4.4 Introduce the Mechanism for Continuously Improving Teaching Quality into the Entire Classroom Teaching Process

One of the core features of the OBE concept is continuous improvement, by establishing a closed-loop quality assurance system to continuously optimize the teaching process and enhance teaching quality.[9]

4.4.1 Establish a Multi-Dimensional Teaching Quality Monitoring Mechanism

Build a four-in-one teaching quality monitoring mechanism that includes student evaluation, teacher self-evaluation, peer review, and industry evaluation. Conduct regular student satisfaction surveys to understand students' evaluations and suggestions regarding teaching content, teaching methods, and faculty quality, etc. Teachers conduct self-assessment through teaching reflection, classroom observation, etc., to summarize experiences and shortcomings in teaching; Organize peer teachers to observe and evaluate classes and offer suggestions for improvement; Invite industry mentors to evaluate teaching quality, focusing on aspects such as the fit between teaching content and industry demands, and students' industry adaptability.

4.4.2 Conduct Regular Analysis and Improvement of Teaching Quality

At the end of each semester, a systematic analysis of the teaching quality monitoring data is conducted to sort out the problems and deficiencies existing in teaching. In response to the problems identified, organize teaching reform seminars with teachers, industry experts, student representatives, etc., and formulate specific improvement measures. For example, if students reflect that the teaching related to the application of intelligent technology is not deep enough, adjust the teaching content and increase the class hours of practical teaching; If industry mentors point out that students' ability to implement ideas is insufficient, strengthen cooperation with industry enterprises and increase practical opportunities for real projects.

4.4.3 Establish Quality Standards and Dynamic Adjustment Mechanisms for the Curriculum

Revise the curriculum quality standards on a regular basis in accordance with industry development trends and changes in talent demand, and specify the quality requirements for each teaching link. At the same time, establish a dynamic adjustment mechanism for teaching content, teaching methods, etc., and incorporate new technologies, new cases and new methods of the industry into the teaching process in a timely manner to ensure that the curriculum is always in step with the development of the industry. For example, with the widespread application of generative AI in advertising creativity, knowledge related to the application of generative AI creative tools, ethical norms, etc. should be added to the teaching content in a timely manner.

5. Conclusion

The transformation of the advertising industry in the era of smart media has put forward new requirements for the cultivation of advertising creative talents. The traditional teaching model of advertising creative courses has become difficult to adapt to the development needs of the industry, and teaching reform is imperative. The OBE concept, oriented towards learning outcomes and emphasizing reverse design and continuous improvement, provides a scientific theoretical framework and practical path for the teaching reform of advertising creativity courses.

Based on the OBE concept, this paper constructs the teaching reform system of the advertising creativity course from five dimensions: teaching objectives, teaching content, teaching methods, evaluation system and quality assurance. By clarifying output-oriented teaching objectives, a precise alignment between teaching and industry demands is achieved; By reconfiguring modular teaching content, ensure the scientific and practical nature of the knowledge system; By innovating diversified teaching methods, enhance students' learning initiative and practical ability; By establishing a dual teaching evaluation system to comprehensively examine students' learning process and learning

outcomes; By introducing a continuous improvement mechanism, ensure a steady improvement in teaching quality.

However, the teaching reform of advertising creativity courses based on the OBE concept is a systematic project that requires the joint participation and continuous efforts of multiple forces such as universities, teachers, and industry enterprises. In future teaching practice, it is necessary to further strengthen the construction of the teaching staff and enhance the industry practice ability and technical application ability of teachers; Deepen school-enterprise cooperation and expand practical teaching resources; Optimize the curriculum quality assurance system and enhance the effectiveness of teaching reform.

It is believed that through continuous teaching reform and practice, advertising creativity courses will be able to better adapt to the development needs of the smart media era, cultivate more high-quality advertising creativity talents with innovative thinking, technical ability and industry adaptability, and provide strong talent support for the high-quality development of the advertising industry.

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