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EXPLORING A THREE-LEVEL TEACHING MODEL FOR INTEGRATING ADVERTISING DESIGN COMPETITIONS IN HIGHER EDUCATION: A PEDAGOGICAL APPROACH

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Abstract:

As the demands for innovation and practical skills in advertising design education continue to grow, traditional teaching models can no longer meet the requirements of modern design education. This paper proposes and explores a three-level teaching model based on the integration of competition and education. The model incorporates advertising design competitions into the teaching process and is divided into three stages: theoretical learning and basic design training, decomposition of competition projects and simulation training, and actual competition and project review. The study demonstrates that this model effectively enhances students' creativity and practical skills while optimizing teaching methods and outcomes. By implementing this model, students refine their design skills in real competition environments, with significant improvements in creative abilities. At the same time, teachers can provide timely feedback and make adjustments based on students' performance. This paper further analyzes the application of the model through specific teaching cases and discusses its potential for broader application in other design courses. The findings offer new perspectives for innovation and development in design education and propose recommendations for future teaching reforms and related research.

Keywords:

Advertising Design Competitions, Competition-Integrated Education, Creative Ability, Practical Skills, Teaching Reform

Introduction

Advertising design education plays a crucial role in cultivating innovative design talents and is a key channel for supplying high-quality professionals to the advertising market. Therefore, the effectiveness of the teaching model directly impacts the development of students' comprehensive abilities. However, traditional teaching models have gradually revealed issues such as insufficient creativity, weak practical skills, and a lack of teamwork awareness. These shortcomings have become particularly prominent in the face of rapidly changing market demands (Bai & Liu, 2022). The goal of advertising design education is no longer limited to technical skill training but now emphasizes the enhancement of comprehensive abilities, including creative thinking and practical operational skills.

Research has pointed out that, under traditional educational models, some advertising design teachers lack a correct understanding of teaching design and students' characteristics, leading to a mismatch between teaching methods and the needs of cultivating advertising design skills, thereby causing a disconnect between theory and practical teaching (Wang, 2022; Zhou, 2024). Moreover, the goals of advertising design programs are often unclear, with course content being overly simplistic and lacking distinctiveness. Teaching tends to prioritize theory over practical application, focusing more on virtual teaching and neglecting the ability to solve real-world problems (Yan & Gao, 2020; Wang, 2021; Feng, 2023). Therefore, one of the key challenges in advertising design education is how to cultivate students' creative and practical abilities.

To address these issues, the "competition-integrated education" strategy has emerged as a promising solution. This strategy involves integrating competitions into teaching, using competition projects to stimulate students' interest in learning and enhance their practical, creative, and overall competencies. In recent years, some universities have begun to incorporate "competition-integrated education" into advertising design courses, yielding positive results. Huang et al. (2022), noted that introducing academic competitions helps integrate classroom teaching with professional knowledge, thereby enhancing students' overall abilities.

This study aims to develop a three-stage competition-integrated education model to address the challenges in current advertising design education. This model combines theoretical learning with practical training, using competitions to drive the learning process and gradually cultivate students' creative and practical abilities. To assess the effectiveness of this model, the study will analyze the teaching practices of the advertising design course at Weifang Institute of Technology, using data analysis and case study to evaluate the model's implementation. This research seeks to provide an actionable, effective new teaching model for advertising design education and offer insights for teaching reforms in other related disciplines.

Literature Review

Competition-Integrated Education comes from Kolb's Experiential Learning Theory. Kolb (2014) emphasizes the promotion of learning and development through experience. Competition-integrated education, as the name suggests, refers to a teaching model that combines design competitions with teaching activities. In this model, competitions are not merely extracurricular activities but are integrated into the overall teaching process, becoming an effective means to promote student learning and development. Through competitions, students can apply the knowledge they have learned in practice, solve real-world problems, and further improve their creativity, professional skills, and teamwork abilities. DeHaan (2005)

emphasizes that competition in education promotes active learning and cultivates higher-order thinking skills by providing students with realistic challenges. From another perspective, Jin (2023) pointed out that the integration of competition and education has become a crucial aspect in enhancing teachers' teaching proficiency and cultivating students' professional competencies.

Recent research has highlighted the transformative impact of digital technologies and psychological factors on education and leadership. Papadakis et al. (2023) explored the role of computer simulations and cloud-based smart technologies in fostering open learning environments. By integrating interactive simulations and real-time feedback mechanisms, the study demonstrated that such technologies not only enhance student engagement but also support personalized learning pathways. This work underscores the potential of technology in overcoming traditional educational barriers, offering a foundation for more flexible and effective learning models.

Building on the implications of technology in education, Tülübaş, Karakose, and Papadakis (2023) investigated the relationship between digital addiction and academic achievement among students. Their findings revealed a dual effect: while excessive use of digital devices negatively impacts focus and academic performance, controlled use facilitates access to resources and enhances collaboration. On a related note, Karakose et al. (2023) focused on teacher development by examining how classroom management anxiety, academic self-efficacy, and attitudes toward teaching interact in prospective mathematics teachers. Using structural equation modeling, they identified that higher self-efficacy mitigates anxiety and academic amotivation while fostering positive attitudes toward the teaching profession.

Shifting the focus to leadership, Karakose et al. (2022) revealed the growing significance of digital leadership in managing organizational transformation and sustainability in the digital age. Key themes included innovation, the integration of digital competencies, and the role of leadership in navigating the challenges posed by rapid technological advancements. This research underscores the importance of equipping leaders with digital skills to drive sustainable practices and organizational growth.

These studies illustrate the multifaceted influence of digital technologies and psychological factors in education and leadership. From enhancing student engagement and addressing digital addiction to building teacher self-efficacy and fostering effective digital leadership, it provides a comprehensive framework for integrating technology and addressing human factors in modern education systems, particularly facilitating competition-based pedagogical strategies.

The core concept of competition-integrated education is to use competitions as a platform for students to gain experience in practical operations and stimulate their creative thinking. Competition tasks typically require students to complete specific design challenges within a limited time frame. This sense of urgency and challenge greatly enhances students' motivation to learn, while also allowing them to face real design problems and learn how to solve complex issues under pressure.

Jia (2020) explores the "Competitive Teaching Method" in advertising design courses, emphasizing the role of discipline competitions in practical teaching. This approach involves integrating competition-based projects into the curriculum, allowing students to apply

theoretical knowledge in practical scenarios. The method aims to promote teaching and learning through competition, fostering students' creative thinking and practical abilities. The study suggests that this model effectively combines theoretical instruction with practical application, enhancing the overall teaching effect.

Habib (2015) investigates the role of technology in the creative process within advertising education. The study examines how digital interactive media and software influence idea generation, brainstorming, and collaboration among students. Findings indicate that while technology serves as a valuable tool for information gathering and virtual collaboration, traditional methods like pen and paper remain prevalent during the initial stages of idea development. The research underscores the importance of balancing technological tools with conventional techniques to optimize the creative process in advertising education.

Weigold (2020) separately examine the advantages, challenges, and success factors of online advertising education, offering valuable insights for the digital transformation of advertising education. Wang and Liu (2021) suggest updating educational philosophies to adapt to the new advertising environment and enhancing professional training for teachers. Liu and Guan (2021) established Curriculum and project - based integrated education model. Chen et al. (2020) analyzed the significance of the studio practice teaching model in terms of design principles, implementation process, results and reflections, taking the advertising major of Xi'an University of Technology as an example.

Zheng and Pan (2022) argue that the (OBE) concept provides a theoretical basis and model reference for the reform of professional practice and innovation capacity cultivation in advertising teaching in local universities, solving the problems of students' lack of originality, difficulty in making breakthroughs in innovation, and gaps in cognition.

While numerous studies highlight the benefits of advertising design competitions, few propose a structured, scalable teaching model that educators can implement at different stages of student learning. Existing models often focus on either theoretical or practical aspects but fail to integrate both seamlessly into a cohesive framework. By addressing these gaps, the proposed study could contribute a comprehensive three-level teaching model that bridges theoretical knowledge and practical application, while providing pedagogical strategies and empirical insights to advance advertising education in higher education institutions.

Methods

This study employs a mixed-methods approach, combining qualitative and quantitative analyses to evaluate the three-level teaching model. Data were collected from the Graphic Advertisement Design course at Weifang Institute of Technology through survey questionnaire, Observation and performance assessments.

Participants included 43 undergraduate students enrolled in advertising design course Class 1 of the 2022 Visual Communication Design cohort, covering one semester of instruction in graphic advertisement design. Students are informed that the data collected is for academic research only and that all students are informed. Based on classroom observations, we know students' enthusiasm for learning and classroom works, and enter award-winning works for performance assessments, a questionnaire was designed to understand the satisfaction of 43 students in the class with learning and teaching process of advertisement design. This

questionnaire included 6 questions : Qu 1: Satisfaction with Advertising Design Competition Learning and Teaching Objectives. Qu 2: Satisfaction with Advertising Design Competition Learning and Teaching Content. Qu 3: Satisfaction with Advertising Design Competition Learning and Teaching Methods. Qu 4: Satisfaction with the Integration of Advertisement Competition into Learning and Teaching. Qu 5: Satisfaction with the Learning and Teaching Process in Advertising Design Competition. Qu 6: Satisfaction with Guidance for Advertising Design Competition.

The three-level teaching model was implemented over a semester and involved the following stages:

Preparations Before Class

An online QQ course group has been established to integrate competition and teaching in graphic advertising design. Course objectives are refined into phased tasks and shared within the group. In the foundational design training phase, the focus is on fostering creative thinking, building foundational knowledge, and mastering competition standards. The simulation training phase emphasizes the development of practical skills, while the actual competition phase aims to enhance students' comprehensive abilities.

The second step is time allocation, with the course's 56 teaching hours distributed based on teaching objectives and students' learning progress. This allocation ensures a seamless transition between theoretical instruction, simulation training, and competition practice across the three phases.

The final step involved team formation based on student preferences, aligning with competition guidelines requiring four members per team. Teams were balanced to promote effective collaboration, considering differences in students' abilities, creative thinking, design skills, and organizational capabilities. Each team included a designated leader to coordinate tasks and ensure efficient completion.

Course Implementation

The instructional process for the Advertising Design course was divided into three phases. The first phase focused on teaching students critical thinking and understanding the elements of effective advertising design. Award-winning advertisements were presented to introduce fundamental theories, and these examples were analyzed to highlight core principles. Small assignments, such as collecting online examples of award-winning ads, helped reinforce key concepts, while online resources and classroom discussions further deepened understanding.

The second phase centered on teaching students how to execute advertising design. The instructor selected themes from past winners of the China University Advertising Art Festival Academy Award for training exercises. Through PowerPoint presentations and live demonstrations, the instructor analyzed these projects in detail and guided students through group analyses and software-based exercises to deconstruct the designs. Students learned to evaluate project strategy briefs, advertising graphics, copywriting, and color applications, identifying strengths and weaknesses in the award-winning works. This phase emphasized teamwork and problem-solving skills through hands-on practice.

The final phase of the course focused on teaching students how to create advertising designs. After comparing various advertising competitions, the instructor selected the China University Advertising Art Festival Academy Award for student participation. This prestigious national competition invites university students to design for prominent domestic and international enterprises, with over 400,000 creative entries submitted annually. Before starting their projects, the instructor demonstrated the entire creative process using a real-world project. Each of the 11 groups chose a unique competition theme, ensuring no overlap, and each student within a group was required to produce an individual design solution. Group members collaborated face-to-face during class to enhance communication (Table 1).

Upon completion of their entries, the instructor organized a presentation and evaluation meeting, providing feedback from multiple perspectives, including creativity, technical execution, and market orientation. This comprehensive critique helped refine the students' design skills and better prepared them for industry challenges.

Table 1: Student Participation In Academy Awards

Group	Competition Theme	Number of Members
Group 1	MOKINGRAN	4
Group 2	SOLID GOLD	4
Group 3	PEAK	3
Group 4	Besunyen	4
Group 5	Yinlu Foods	4
Group 6	BLISPRING	4
Group 7	Wuqiong Foods	4
Group 8	CR JIANGZHONG	4
Group 9	CALLETON	4
Group 10	YUNNAN BAIYAO	4
Group 11	HECHA	4

Construct Advertising competition education C-M I T Three-level of Instructional Model

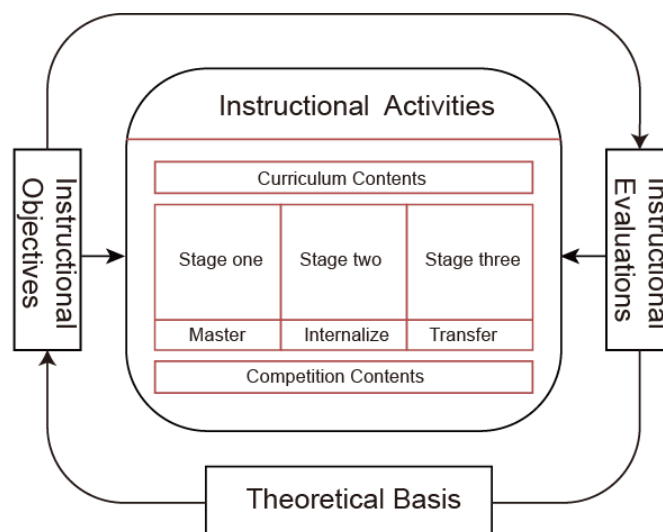


Figure 1 : C-M I T Three-level of Teaching and Learning Process

To enhance students' comprehensive abilities, particularly their creativity and practical skills, the author developed the C-MIT Three-Level Teaching and Learning Process (Figure 1), drawing from years of experience in advertising design instruction.

First, it prioritizes student-centered learning, where teachers act as facilitators, focusing on students' needs and interests rather than mere knowledge transmission. Methods like problem-based learning, project-based learning, and cooperative learning encourage students to think critically, explore independently, and develop intrinsic motivation. Constructivist learning theory posits that learning is an active process where learners construct knowledge through interaction with their environment and social communication, emphasizing knowledge internalization and meaning construction (Schunk, 2012). This shifts the teacher's role to that of a facilitator and guide. Chen et al. (2021) highlighted that the flipped classroom, rooted in constructivism, leverages students' initiative by integrating disciplinary competitions to enhance practical abilities. In competition-integrated education, advertising design competitions promote self-directed learning, innovation, and real-world problem-solving, facilitating knowledge application and transfer. Additionally, these competitions emphasize teamwork, fostering idea exchange, collaboration, and the construction of social knowledge.

Second, the model ensures a systematic teaching process by organizing instructional activities into four interconnected components: theoretical basis, instructional objectives, activities, and evaluations. These elements collectively create a unified framework for effective teaching and learning.

Additionally, the model integrates competition content into the curriculum to improve students' practical skills and creativity, aligning theoretical knowledge with industry demands. Blended learning combines traditional classroom teaching with online learning, leveraging the strengths of both to enhance teaching effectiveness and flexibility (Ma, 2020; Zeng, 2023). By integrating online and offline components, this model enables students to deepen knowledge understanding and application anytime and anywhere. Garrison and Kanuka (2004) highlight its transformative potential in promoting deeper learning and engagement. Blended learning offers flexibility, allowing students to schedule learning time, review materials, and access diverse online resources tailored to their needs, improving efficiency. Additionally, interactive discussions and collaborative offline activities foster practical skills and teamwork, while real-time teacher monitoring supports personalized instruction. This integration balances theory and practice, creating a more engaging and effective learning experience.

Finally, it emphasizes a gradual progression tailored to students' cognitive levels and learning needs. Bloom's Taxonomy of Educational Objectives, developed by Benjamin Bloom in 1956, provides a systematic framework for categorizing educational goals and remains widely applied in education. It identifies three domains: cognitive, affective, and psychomotor, with the cognitive domain subdivided into six levels: remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). The cognitive domain, central to the taxonomy, outlines a progression from lower to higher-order thinking skills, guiding teachers in defining clear instructional objectives. In competition-integrated education, this framework informs the design of tasks that advance students through these levels, from recalling concepts to creating innovative solutions, fostering structured and progressive cognitive development.

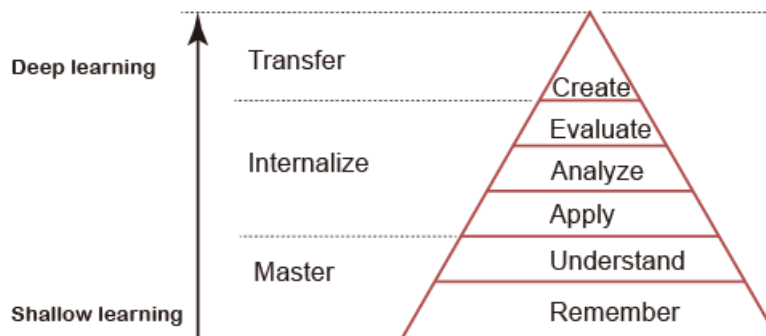


Figure 2: Content of Bloom's Taxonomy of Educational Objectives

As shown in Figure 2, the researcher, combining the six cognitive levels of Bloom's Taxonomy, divides the teaching objectives into three stages: mastery, internalize, and transfer. These stages are designed to progress from shallow learning to deep learning, gradually enhancing students' ability levels.

The process is divided into three stages: "Master," focusing on foundational knowledge; "Internalize," deepening understanding; and "Transfer," applying knowledge in real-world contexts. The C-MIT Three-Level Teaching and Learning Process, named after "Competition" and these three stages, provides a structured, step-by-step approach to enhance educational outcomes.

Stage 1: Theoretical Learning and Basic Design Training (Mastery)

This section analyzes the first stage of teaching activities centered on the theme "The Way of Thinking in Advertising Design," encompassing instructional objectives, content, methods, teacher and student activities, and assessment (Table 2 and Table 3). Instructional objectives clearly outline student learning outcomes, while content combines competition-based and theoretical knowledge, featuring cases from advertising competitions. Student-centered methods, guided by teachers, promote active engagement through dynamic teaching activities. Instructional assessment evaluates teaching effectiveness, ensuring alignment with objectives. By incorporating advertising competition cases, students are encouraged to think critically and independently, exploring the success of award-winning works to foster deep, meaningful learning.

Table 2: Instruction Activities in Stage One (Part One)

Stage One: The Way of thinking Advertising Design		
Instructional Objectives	Instructional Content	Instructional methods
Based on case studies of award-winning advertisements, identify and Interpret the characteristics of effective advertising. Further represent the standards for defining effective advertising. Finally, explain establishment of an advanced advertising perspective.(Remembering and Understanding)	Understanding of effective advertising	"Case study method" "Discussion method" "Inquiry-based method"
Through case studies, explain the concept of creative thinking in advertising, and illustrate award-winning advertisement examples to compare and understand the classification of creative thinking in advertising. Use	Creative thinking in advertising and its genres	

examples to illustrate the genres of creative thinking in advertising. (Remembering and Understanding)		
Exemplify award-winning advertisement examples to interpret advertising creative methods, enabling recognizing and explaining of each creative approach through study. (Remembering and Understanding)	Advertising creative methods	
Exemplify award-winning advertisement examples to interpret the use of color and text in advertising creativity, master relevant knowledge through study. (Remembering and Understanding)	Color and copy in advertising creativity	

Table 3: Instruction Activities in Stage One (Part Two)

Stage One: The Way of thinking Advertising Design		
Teacher activities	Student activities	Instructional assessment
In the classroom, instructional teaching involves the use of computers, teaching television screens, and other devices. Teachers utilize PowerPoint presentations to explain (award-winning advertising competition cases)(knowledge about advertising creative thinking and genres using case studies)(advertising creative methods using case studies)(color and text in advertising creativity using case studies). They upload learning resources via QQ course groups. Teachers organize students into small groups to conduct exploratory tasks on specific topics. requiring them to gather relevant information through online resource searches. Subsequently, students engage in group discussions and sharing. Finally, the teacher concludes the session with a summary.	Listening to the teacher's explanations, taking notes on key points, participating in classroom interactions, studying online knowledge through QQ(similar to the WeChat app) course groups, conducting exploratory learning based on the theme by researching award-winning advertisements online, engaging in group discussions and sharing based on personal experiences, and completing assignments.	Participating in classroom discussions, asking questions during class, and demonstrating active engagement can earn you bonus points on the attendance roster. Additionally, completing assignments diligently is also important.

Stage 2: Decomposition of Competition Projects and decomposition Training (Internalization)

This section analyzes the second stage of teaching activities, themed "The Way of Deconstructing Advertising Design," encompassing instructional objectives, content, methods, teacher and student activities, and assessment (Table 4 and Table 5). This stage integrates these aspects into a systematic framework that deepens the teaching process by focusing on applying, analyzing, and evaluating knowledge to internalize concepts and skills. Inquiry-based methods foster critical thinking, curiosity, and independent connections, while project-based approaches enhance knowledge retention, problem-solving, collaboration, and enthusiasm, encouraging active student engagement (Martinez & McGrath, 2014).

Table 4: Instruction Activities in Stage Two (Part One)

Stage Two: The Way of Deconstructing Advertising Design		
Instructional Objectives	Instructional Content	Instructional methods
Students are able to analyze the graphics, copywriting, and color usage of the advertisements for the Besunyen/Copico brand project based on advertising strategy sheets and apply their learned knowledge. They can also identify the strengths and weaknesses of award-winning works. Through learning, they enhance their relevant skills and knowledge. (Apply, Analyze, and Evaluate)	Besunyen/Copico Brand Proposition Advertising Project	"Discussion method" "Inquiry-based method" Project-Based Learning Heuristic Teaching

Table 5: Instruction Activities in Stage Two (Part Two)

Stage Two: The Way of Deconstructing Advertising Design		
Teacher activities	Student activities	Instructional assessment
1. Utilize computers and teaching TV screens in the classroom for instruction. 2. Display the strategy sheet of the Copico brand proposition project and guide students to analyze its contents. 3. Guide students through the use of their learned knowledge via PowerPoint presentations to analyze the graphical creative methods, copywriting, color, and other elements in award-winning advertising works. Demonstrate the actual production process using Illustrator software. 5. Guide students to evaluate the strengths and weaknesses of award-winning advertising works. 6. Assign relevant project exercises.	1. Listen to the teacher explain the content of the Besunyen/Copico brand proposition project strategy sheet. 2. Participate in interactive analysis of the content of the Besunyen/Copico brand proposition project strategy sheet. 3. Watch the teacher's actual demonstration of the production process. 4. Participate in group discussions for work evaluation and feedback. 5. Search the official website of advertising competitions on laptops, select the projects assigned by the teacher, and complete relevant project exercises.	Classroom Participation Performance; Project Exercises; Assignment Evaluation

Stage 3: Actual Competition and Project Review (Transfer)

This section examines the third stage of teaching activities, themed "The Way of Creating Advertising Design," structured around six interconnected aspects: instructional objectives, content, methods, teacher and student activities, and assessment (Table 6 and Table 7). This stage supports the sublimation phase of teaching by evaluating how advertising competition-based activities enhance student creativity, address challenges in ideation and execution, and enable effective knowledge transfer to practical applications. It also explores how instructors guide students in expressing creativity and realizing design concepts, fostering a cohesive framework for creative development.

Table 6: Instruction Activities in Stage Three (Part One)

Stage Three: The Way of Creating Advertising Design		
Instructional Objectives	Instructional Content	Instructional methods
Able to extract keywords based on advertising competition topics. (Create)	Extract keywords based on strategy sheets	Task-driven teaching method Discussion method Cooperative learning teaching method
Creating mind maps based on keywords from advertising competition topics. (Create)	Mind mapping	
Students can translate design concepts into sketch proposals, providing initial ideas for advertising design. (Create)	Sketch	
Students can collaborate to complete the storyboard of an advertisement, including composition, text, color, and other elements. (Create)	Storyboard	
Students can complete the actual production and presentation of an advertisement based on the storyboard. (Create)	Execution attempt	
Students can collaborate to finalize the advertisement design and present and share the final artwork. (Create)	Final presentation	

Table 7: Instruction Activities in Stage Three (Part Two)

Stage Three: The Way of Creating Advertising Design		
Teacher activities	Student activities	Instructional assessment
1. Guide students in extracting key points and steps from project strategy sheets. 2. Provide creative inspiration for students to independently extract keywords.	1. Students learn the teacher's approach to extracting keywords. 2. Use computers to search official website of advertising competitions, and discuss within groups to determine keywords.	Classroom Participation Performance ; Topic Keyword Extraction Quality Evaluation
1. Guide students in creating key points and steps for mind mapping based on the keywords extracted from the previous step. 2. Provide creative inspiration for students to independently create mind maps based on advertising competition topics.	1. Students learn key points and steps from the teacher for creating mind maps. 2. Use a computer browser to search for inspiration. 3. Sketch ideas on paper. 4. Discuss within the group to finalize the mind map.	Classroom Participation Performance ; Topic Keyword Extraction Quality Evaluation

1. Guide students in reflecting on and planning key points and steps for sketching proposals. 2. Provide creative inspiration for students to independently conceive sketch proposals.	1. Develop specific steps and plans for sketch proposals based on task requirements. 2. Create sketch proposals, continuously revise and refine them. 3. Present the sketch proposals to peers and teachers, and receive evaluation and feedback.	Evaluation of works, assessment of sketch quality
1. Organize students into groups to collaborate and collectively create storyboards for advertising designs. 2. Provide guidance and support to ensure the quality and effectiveness of the storyboards.	1. Collaborate within the group to divide tasks and complete different parts of the storyboard. 2. Discuss and negotiate with group members to ensure consistency in storyboard style and content. 3. Collect storyboards from each group and provide mutual evaluation and feedback.	Team collaboration evaluation, assessment of work quality
1. Provide production tools and materials, and guide students in the actual production of advertising designs. 2. Encourage students to explore different creative ideas and techniques, experiencing the process of advertising design.	1. Carry out the actual production of the advertisement design based on the storyboard and guidance. 2. Experiment with different design methods and techniques, expressing personal creativity. 3. Showcase your advertisement design work and receive evaluations and feedback.	Evaluation of work completion
1. Organize student groups to integrate and present the final artwork. 2. Provide platforms and opportunities for students to showcase and share their work.	1. Collaborate within the group to complete the final artwork for the advertisement design. 2. Participate in presenting and sharing the final artwork, discussing design insights and experiences. 3. Receive feedback and evaluation from classmates and teachers to provide insights for future designs.	Evaluation of teamwork, evaluation of presentation of work

Results

Through the practical application of the three-phase teaching model in the Graphic Advertisement Design course, this study conducts an in-depth analysis of its impact on enhancing students' creative and practical abilities based on classroom observations and competition outcomes.

Performance and Evaluation of Innovative Design Outcomes

Enhancing creativity is a core objective of the competition-integrated teaching model in the Advertising Design course. Creativity is demonstrated not only in the originality of design works but also in the integration of creative concepts with practical applications. Students participated in the China University Advertising Art Festival Academy Award, where competition themes were provided by partner companies or brands, grounded in real commercial needs. These real-world brand requirements ensured that students' work closely aligned with market demands. By emphasizing originality and creative thinking, the course encouraged students to explore innovative approaches beyond traditional advertising formats, expanding the boundaries of conventional design.

The outcomes of the advertising design projects reveal that students showcased both originality and market adaptability. They successfully proposed innovative, marketable design solutions that aligned with the strategy briefs and competition themes, demonstrating their ability to merge creativity with commercial relevance.

The results of the 2022 China College Advertising Art Festival Academy Awards (hereafter referred to as the "Academy Awards") highlight the strong balance between creative uniqueness and practical applicability in students' works, demonstrating their enhanced ability to address real-world branding and advertising challenges. The 2022 Visual Communication Class 1 achieved notable success, earning 1 Silver Award, 3 Excellent Awards, and 8 Finalist Awards. Analysis of the data shows that 12 out of 43 students in the class received recognition, representing 28% of the cohort. Specifically, the awards included 1 Silver Award (2%), 3 Excellent Awards (7%), and 8 Finalist Awards (19%). (Table 8).

Table 8: Awards Received in Advertising Competitions

No.	Title of the Work	Award Level
1	"Punk Summer: Light and Healthy Living"	Silver Award
2	"Three-Holed Legacy: Fulfilling Dreams in This Life"	Excellent Award
3	"Don't Be Sad, Yunnan Baiyao's Healing Power"	Excellent Award
4	"Healing Good Moods"	Excellent Award
5	"Repair Rather Than Damage"	Finalist Award
6	"Indulge in Gourmet Delights"	Finalist Award
7	"Jiangzhong Changbei"	Finalist Award
8	"Eliminating Worries"	Finalist Award
9	"Elf Series: Delicate Tea"	Finalist Award
10	"The Beauty of Grace"	Finalist Award
11	"Peak and Technology"	Finalist Award
12	"Endless Companionship, Always Online"	Finalist Award

The students' works demonstrate strong visual impact and compelling expressive effects. Their advertising designs excel in visual appeal, particularly through effective use of color combinations and harmonious composition. Graphic creative elements are integrated in ways that surprise yet maintain logical consistency. The main visual elements are prominent and easily recognizable, with thoughtful layouts and visual guidance enhancing the overall aesthetic. The designs also exhibit a rich sense of layering and rhythm, contributing to their

formal beauty and allowing the audience to quickly grasp the core message, leaving a lasting impression.

In terms of expressive effectiveness, the works display strong thematic clarity and effective information delivery. Students successfully highlight product features or brand values while aligning with the aesthetic preferences and emotional needs of the target audience. By incorporating emotional expression and cultural elements, the designs evoke resonance and enhance the flow of information through coherent visual narratives. Furthermore, the works demonstrate notable creativity and uniqueness, excelling in differentiation and creating memorable touchpoints.

Evaluation Of Completion Degree And Practical Operation Level

The cultivation of practical ability is a core objective in advertising design education, as the ability to apply theoretical knowledge and skills to practical design tasks directly reflects students' practical proficiency.

From the perspective of task completion, students successfully achieved the three-stage teaching objectives and tasks on schedule. Notably, during the creative phase of the College Award Advertising Design Competition project, each student effectively completed every stage of the creative process, including extracting keywords from strategy briefs, mind mapping, sketching, storyboarding, execution attempts, and final presentations. From the other perspective of technical proficiency, students demonstrated the ability to efficiently use mind maps for brainstorming design concepts, visually present ideas through hand-drawn sketches, and apply various design software tools, such as Photoshop and Illustrator. They effectively utilized relevant graphic techniques to produce final advertising design works.

An analysis of students' performance in the integration of advertising design competitions and teaching reveals significant improvements in their practical skills and problem-solving abilities throughout the learning process.

Satisfaction with Proccess of Learning and Teaching

After the course ended, a questionnaire was designed to understand the satisfaction of 43 students in the class with learning and teaching process of advertisement design. This questionnaire included 6 questions (Table 9). The collected survey data results are as follows:

Table 9: Results of Satisfaction with Learning and Teaching

Questions	Very Satisfied	Quite Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Qu 1: Satisfaction with Advertising Design Competition Learning and Teaching Objectives	95%	5%	9%	0%	0%
Qu 2: Satisfaction with Advertising Design Competition Learning and Teaching Content	95%	5%	9%	0%	0%
Qu 3: Satisfaction with	93%	7%	0%	0%	0%

Advertising Design Competition Learning and Teaching Methods					
Qu 4: Satisfaction with the Integration of Advertisement Competition into Learning and Teaching	93%	7%	0%	0%	0%
Qu 5: Satisfaction with the Learning and Teaching Process in Advertising Design Competition	91%	9%	0%	0%	0%
Qu 6: Satisfaction with Guidance for Advertising Design Competition	95%	5%	9%	0%	0%

The vast majority of respondents are either very satisfied or quite satisfied with all aspects of the advertising design course. The combined very satisfied and quite satisfied ratings for each question are at or above 90%, indicating high overall quality of the course.

No respondents indicated neutral, dissatisfied, or very dissatisfied for any question, further confirming the widespread approval of the course.

Satisfaction levels are consistent across different questions, with “very satisfied” ratings being very close, ranging from 91% to 95%, indicating uniformity in course design and implementation.

Based on the analysis of the questionnaire survey, the overall satisfaction with the advertising design course among the 43 students is extremely high. The majority of students expressed "very satisfied" or "quite satisfied" across all aspects, including objectives, content, methods, integration of competition into learning and teaching, learning and teaching process, and competition guidance. Notably, no students reported neutral or negative satisfaction levels. This consistent high satisfaction indicates the effectiveness and quality of the course, with minor areas for potential improvement in methods and learning and teaching process.

These results demonstrate that the three-stage advertising competition teaching model had a decisive impact, as students not only produced impressive works but also gained recognition from the broader community.

Discussion and Conclusion

The study demonstrated that the C-MIT model significantly enhances students' creativity and practical skills. Students participating in the China College Student Advertising Art Festival achieved notable success, highlighting the model's effectiveness. However, limitations, such as teacher enthusiasm and management will also affect the learning effect. And the judges' preference for the entries is also a key factor affecting the award, need to be addressed. Future

research should focus on expanding the study across diverse institutions and incorporating mixed-methods approaches to provide a more comprehensive evaluation.

This study proposes and explores the C-MIT Three-Level teaching model, integrating competition and education in advertising design. The model combines theoretical learning, simulated training, and actual competitions to enhance students' creativity and practical skills. Through a case analysis of the advertising design course at Weifang Institute of Technology, the study demonstrates the model's effectiveness in practice, showcasing its significant advantages in driving teaching reforms and improving students' comprehensive abilities. Its structured and progressive approach integrates theoretical knowledge, practical application, and real-world competition experiences, providing a comprehensive framework for cultivating students' creativity and practical skills. This model offers valuable reference for other advertising design courses and highlights its potential for broad application in related disciplines, contributing to educational innovation and curriculum reform.

However, the implementation of the competition-education integration model faces challenges, including the transformation of teachers' roles, students' adaptability, and the availability of teaching resources. To effectively promote this model in the future, greater emphasis should be placed on teacher training, supporting students' adaptation to new teaching methods, and integrating external resources to enhance the learning experience.

Overall, the competition-education integration model offers a novel teaching approach for advertising design education, with significant application potential and prospects for development. By continuously optimizing and refining this model, it can more effectively cultivate high-quality design talent that aligns with industry demands, thereby contributing to comprehensive reforms and the advancement of advertising design education.

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