

A Study of Learning to Enhance Career Skills Consistent with Disruptive Innovation in the Creative Strategies for Advertising Course

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Abstract—This project is a study of learning activities of creating experience from actual work performance to enhance career skills and technological usage abilities for uses in advertising career work performance for undergraduate students who enroll in the Creative Strategies for Advertising Course. The instructional model consisted of two learning approaches: (1) simulation-based learning, which is the learning with the use of simulations of working in various sections of creative advertisement work with their own work process and steps as well as the virtual technology learning in advertising companies; and (2) project-based learning, which is the learning that the learners engage in actual work performance based on the process of creating and producing creative advertisement works to be present on new media channels. The results of learning management showed that the effects on the students in various aspects were as follows: (1) the students had experience in the advertising process at the higher level; and (2) the students had work performance skills from the actual work performance that enabled them to possess the abilities to create and present their own work; also, they had created more efficient work outcomes and disseminated them on new media channels at a better level.

Keywords—Technical literacy, career skill, experience, simulation-based learning.

I. INTRODUCTION

IN the era that technological innovations have been rapidly developed, changes have occurred in every dimension including the economic, social, and environmental. The main variable that causes disruptive changes is the artificial intelligence (AI) [1].

Jim Sterne, [2] the author of the book: *Artificial Intelligence for Marketing*, which is a book on marketing concerning the advertising career, has defined “artificial intelligence” as the logical steps in calculation, which is the program that can search for anything by itself; it is also the program that can be reset again. AI is a technological development with intelligence for ordering a computer system to be able to think and perform tasks usually performed by humans, such that it can process large amounts of data quickly. At present, more and more companies and enterprises are using AI to work as a substitute to humans. It has been anticipated that in the near future there will be more application of AI by personnel in various careers [2] such as legal advisor, news correspondent or news announcer, cyber security advisor, translator personnel, food service personnel, disease examination and analysis personnel,

and personal marketing personnel, etc. As for advertising circles, AI has also been used more and more, such as in media planning, connection of advertising on platforms, control of buying and selling of real-time advertisements, as well as the connection and exchange of information, such as advertisements on Facebook, determination of frequency in advertisements, the monitoring of advertisement work’s access to consumers. All of this information use algorithms in the monitoring and calculation of expenditure [3]. In addition, experts on marketing and advertising, in the sub-theme: “The New Renaissance of Advertising” of the Seminar entitled [4] “Advertisement People... the Out-of-Text Path” organized by the Graduate School of Communication Arts and Management Innovation of the National Institute of Development Administration, have given advice to students interested in working for advertising companies that suggest the following skills required for advertising personnel: (1) the art + science ability, i.e. the ability to use art integrated with scientific understanding to search for new models to be applied or used as the components of advertisement work to solve more problems for the brands or products; (2) the acceptance of new media and technologies with analogical thinking to find the possibility of issues and understand the tactics and strategies of work operation leading to achievement; (3) the being a native digital person in order to understand and use digital technology; and (4) having the potential to compete with technology, with flexibility, all-round perspectives, and anticipation ability for actual practice.

Since the Creative Strategies for Advertising Course is a course focusing on work performance skills in various sections of an advertising company, the researcher has designed the course instruction to focus on the learning of the various working processes concerning the communication of an advertising company, with an emphasis on the actual work performance in every working process to create work pieces and disseminate work outcomes mainly via online media and supplementary media appropriate with the objectives. This is to prepare the students to be ready to understand problems and their solution methods that can occur in their work performance in order to equip them with experience to be ready for graduation to enter the world of employment in the field of their specialization. In doing so, the researcher has applied related concepts and theories to be the criteria for study, namely, the

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important life skills in the 21st century of Professor Dr. Vichan Panich (2555: 16 – 21) [4] that comprise (1) life and career skills, i.e., readiness preparation to enable students to have the abilities to live and work in a society of diversity. This can be achieved through the instructor's learning design to develop the learner's flexibility and adjustment ability, creativity and self-identity, social and cross-cultural social skills, being the creator or producer, as well as responsibility and reliability, and leadership. (2) The learning and innovation skills at the top of the Knowledge and Skills Rainbow [5], which is at the heart of life skills in the 21st century that everybody needs to learn; this is because the world is changing faster and becoming more complex than ever, and therefore these skills are vital to work performance in the future. The skills comprise the following: creativity and innovation, critical thinking and problem solving, communication, and cooperation. (3) Information, media and technology skills; the media usage skill includes the ability to practice in various technologies; most important are critical thinking and use of information knowledge, media knowledge, and technology knowledge. The above-mentioned skills, which include the learning and innovation skills, the information, media and technology skills, and the life and career skills, have been applied by the researcher as the guidelines for determination and design of the learning activities plan, measurement and evaluation forms that are appropriate for the learners, and enable them to develop those skills compatible with the above-mentioned concepts.

Simulation-Based Learning (SBL) theory has been applied by the researcher to enable the learners to acquire learning based on the determined objectives. Based on this theory, the students learn by undertaking roles in the simulation that consist of roles, data, rules and regulations reflecting real-life situations. The learners interact with the details that appear in the situation with the use of data similar to actual data to help in the practice, decision making and problem solving. The learners' decisions will result in outcomes that are similar to those in real-life situations [5]. SBL activities can be organized in many ways. However, in this research, the researcher is interested in studying only the following learning activities: (1) the use of a paper-based scenario as the main situation for the instruction, which is the application of learning with the use of problem-based lessons; (2) role play activities, which is learning by engaging in roles similar to those in real-life situations, where the researcher assigns students to take actions based on their role in a situation, which is divided into the five following groups: (a) advertisement creation, (b) customer management, (c) production, (d) media, and (e) strategy planning. Each of the other groups will observe the behaviors of those who are involved in the role play scenario. It is the duty of instructor to control the classroom so that every learner is interested in the roles that their friends are acting and that the content of the situation is correct or similar to that of the real situation. (3) The single task trainer, which is the teaching that the instructor will give related to the background knowledge so that students have complete knowledge of each specific activity, through the demonstration and feedback demonstration for each method or activity in the training.

Kolb's Experiential Learning Theory [6] is the experience-based learning that will occur when students connect their old knowledge with their new knowledge and then organize their various experiences to be a complete model to enable them to understand the experiences that will occur in the future [7]. The objective of experiential learning is to enable the learners to be conscious of the phenomena in their real life leading to lively learning with the use of field experience as the connector of learning to combine the idea and the action together. Therefore, experiential learning is related to learning by doing. The instruction methods will connect learning skills with real experiences in the world of work. The instructional steps of experiential learning are as follows: (1) the creation of experience (Do) in which the instructor creates the interests of the learners, and motivates them to learn from doing rather than from listening to lectures. The instructor becomes the learning facilitator, preparing the data, giving advice, and answering the questions of the learners while they are doing the activities. (2) The sharing of experiences (Share) in which the learners bring their experiences to share with each other; (3) the process (Process) in which the learners bring their obtained experiences to be analyzed and discussed in order to determine the principles and approaches that can be adjusted to apply in the real experience; (4) the generalization (Generalize) in which the learners together conclude the obtained knowledge so that it can be generalized in the real-life situations; and (5) the application (Apply) in which the learners undertake activities for application of the obtained knowledge in situations that lead to their future experiences. Kolb's experiential learning concept is a concept that is appropriate to be applied together with SBL management since it allows students to act their roles in virtual situations which are considered as experiences. When it is applied to organize the method of thinking based on Kolb's concept, it will enable the students to gain deep understanding in their expressed roles as well as to have new bodies of knowledge or new approaches that can be applied to their advertising career in the future.

The proposed approach in this research includes learning from real problems (Problem-based Learning) and learning by doing projects (Project-based Learning) for social responsibility. The learning activities model is developed using the social problem and advertising agency processes including the analytical problem process, creative process, production process, and strategic planning process.

The instructor has set the teaching and learning process as follows [8]:

1. Set outcomes that learners know.
2. Set steps for learners to solve problems by finding knowledge to solve the problem.
3. Design and produce advertisements to communicate the campaign on social media channels.
4. Make a summary report and submit it after learning or doing activities.
5. Present the results of the project.

II OBJECTIVES

The research objectives are:

- 1) To study the simulation-based instructional activities management model to create the work performance experience for the learners.
- 2) To increase career skills and technological literacy in advertising career work performance for the undergraduate students.

III. METHODOLOGY

A. Target Group

The research population or target group comprised undergraduate students in the Advertisement Program of the Faculty of Information and Communication Technology, Silpakorn University Phetchaburi Campus, who enrolled in the 803214 Course: Creative Strategies for Advertising. The research sample consisted of 49 randomly selected students in the Program.

B. Research Instruments

The research instruments for this study were the following:

1. The SBL management plans for instruction in each week.
2. A 5-level rating scale questionnaire containing 12 items on student's opinions toward the SBL activities management.
3. A note taking form to record praise/criticism and recommendations from experts in advertising concerning the student's work presentation.
4. A student behavior observation form.

C. Data Collection

The researcher collected both quantitative and qualitative data with the use of the data collecting instruments, namely, the questionnaire on student's opinions toward the SBL activities management, the student behavior observation form, and the note taking form on feedback information from the student's work presentation. In addition, student representatives also helped in the observation of students' behaviors in the classroom.

D. Data Analysis

The researcher analyzed qualitative data with the use of content analysis, and statistically analyzed quantitative data with the use of frequency, percentage, mean, and standard deviation [9].

IV. RESULTS

Research results can be concluded as follows:

A. Activities Plan Achievement

Regarding the satisfaction of the learners with the SBL activities management, the researcher divided the evaluation of students' satisfaction into two parts, namely, the satisfaction with the learning activities, and the satisfaction with the learning atmosphere. As for the students' satisfaction with the learning activities, it was found that the students' overall satisfaction with the learning activities was at the high level (Mean = 4.22, SD = 0.69). When their levels of satisfaction with specific aspects of learning activities were considered, it was found that their top satisfaction was with the aspect of the

emphasis on having the learners undertake the actual practice in various situations (Mean = 4.53, SD = 0.74), followed by their satisfaction with the emphasis on having the learners search for knowledge by themselves (Mean = 4.51, SD = 0.62). As for the students' satisfaction with the learning atmosphere, it was found that the students' satisfaction with the learning atmosphere in the aspect of the creating learning experience was at the high level (Mean = 4.35, SD = 0.78), followed by their satisfaction with the aspect of allowing the learners to express their opinions and discuss together (Mean = 4.29, SD = 0.68).

B. Learning Outcome Achievement

Regarding the students' learning achievement in the Creative Strategies for advertising Course, it was found that 24 students (48.98%) received grade A which was the excellent level; 17 students (34.69%) received grade B+ which was the very good level; 7 students (14.29%) received grade B which was the good level; while only 1 student received grade C+ which was the moderate level. These results were consistent with the report presentation of each group of students which indicated that some of the students did not attend the meeting in the beginning and middle sessions of the activities which resulted in the lack of cooperation; however, after the group members discussed and obtained mutual understanding, all students attended the meeting in the last session of the activities.

C. Learner's Career Skills Achievement

The learning outcome focuses on students' ability in the presentation of advertising campaign projects. In the First Presentation, their comments on the students' method of presentation were as follows: "The students have confidence and can present in steps consecutively, relevantly and clearly." "The slides for presentation have been designed to be interesting." Their comments on the student's knowledge and skills were as follows: "The students have worked consecutively in good steps with the systematic search for information." "The students have information of the target group and have presented key messages for problem solving." "The students have reference information that enables them to answer questions convincingly, relevantly and confidently indicating that they have good knowledge on what they are doing." Their comment on the students' work outcomes was as follows: "The work outcomes are appropriate for the pre-determined plans." In the Second Presentation, their comment on the students' method of presentation was as follows: "The students have confidence and can present in steps consecutively, and the slides and work outcomes are interesting." Their comments on the student's knowledge and skills were as follows: "The students have worked consecutively in good steps and their works are directly aimed at the target group." "The students have produced the work outcomes that respond to the pre-determined key message." "The students have clear knowledge and understanding on dissemination of work outcomes in good consecutive steps." The reviewer comments on the students' problem solving were as follows: "The students have been well prepared for solving

problems of the previous presentation.” “The students have astuteness in applying the data to answer questions.” Their comment on the students’ work outcomes was as follows: “The students have done better than expected.” “The students’ disseminated work outcomes are highly interesting enabling them to take dissemination results to be presented interestingly.” In addition, the students learned and engaged in designing and producing work pieces and media for dissemination via new social media, i.e., the use of QR codes in communication. They also created work outcomes via online social media by creating a Facebook page titled: “Yellow Light Page” (The signal representing caution and to slow down which comes from the meaning of mitigate conflicts by listening to the opinions of each group and then proceeding together.) This page was created to be used as the channel for dissemination of the media created by the students in this project. It was found that the “Yellow Light Page” page generated more than 4,000 followers during the semester. The content of posts presented info graphics and clips received a large number of views and shares. For example, the most popular content had viewers of more than five million people, 22,000 people who clicked ‘like’, 11,000 commentators, and 13,000 forward sharers.



Fig. 1 The 1st and 2nd group of learners' presentations



Fig. 2 Examples of students applying technology to produce advertising campaigns and content on new media

V. DISCUSSION

Based on the above-mentioned study results, the researcher presents the following points of discussion:

- 1) Regarding the results of using the SBL activities management plans to create the experiential experience according to the steps of advertising work performance based on the actual processes within an advertising company, when the researcher observed the working behaviors of students who were divided into five groups, it was found that the use of knowledge and skills in work performance, problem solving, work presentation, and the efficiency of work outcomes were at the rather good to very good levels. When the students’ behaviors were compared with the 21st century skills based on the concept of Professor Dr. Vichan Phanich [10] in two important aspects of skills, i.e. (1) the learning and innovation skills that help prepare students to be ready to enter the very complex professional world, which are creativity and innovation, problem solving, critical thinking, and communication and cooperation; and (2) the life and career skills, it was found that the activities model enabled the learners to be flexible in their adjustment, to be their own self, to be the creators and producers of work outcomes, to have leadership, and to take responsibility. In addition, the students created and developed their own portfolios of a quality and standard that could be used when applying for jobs in the future.
- 2) Regarding the technology usage ability, the students acquired knowledge that could be applied for to perform various activities they would experience throughout their advertising careers by learning the data or information that at present are widely accepted in the marketing and advertising field. The learners acquired knowledge on the sources of data and are able to analyze the necessary and important data to be used for strategic planning and communication channel planning, so as to produce communication work outcomes such as the Facebook posts that were viewed and shared by many. The learning of the use of AI in combination with the understanding of human being will enhance the insight into the problems of the target group that cannot be expressed directly but can be understood. For example, Burger King experimented with having AI designed advertising movies with the use of big data learning algorithm system, insight data of the picture of food communication, and popular statements to produce four movies with the specification that all four movies were advertising movies created by AI. The marketing management executives of Burger King released an e-mail announcing that “Artificial intelligence is not a substitute for a great creative idea coming from a real person” [11]. This result of learning is in accordance with the information, media and technology skills that the students should acquire to undertake the various roles in these fields and that enables them to disseminate information and news via the media and technology [12].

VI SUGGESTIONS

- 1) Results of this study can be used as examples of using virtual situations to motivate students to acquire learning and solve their own work problems. Thus, it can be adjusted for application in other courses that require

students to undertake actual work performance.

- 2) Results of this study are empirical evidence that can create learning and actual practice in order to efficiently solve problems based on the 21st century learning skills.

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