

**2023-2024 Second Semester Final Report on the OBE
Demonstration/Experimental Course: "Digital Media
Marketing and Promotion Design"**

1. Basic Information of the "Digital Media Marketing and Promotion Design" Course

- **Semester:** 2023-2024-2
- **Instructor:** Yifei Zhu
- **Course Code:** EC15601
- **Course Title:** Digital Media Marketing and Promotion Design
- **Course Type:** Core Major Course
- **Experimental Class:** E22C067
- **Achievement Level:** 0.6
- **Report Date:** July 3, 2024

2. Alignment of "Digital Media Marketing and Promotion Design" with Job Roles, Competitions, and Certifications

Category	Description
Job Roles (Related to this Course)	Digital Marketing Specialist/Manager; Social Media Manager; Content Creator/Editor; Digital Advertising Specialist
Competitions (Relevant Competitions for Students Taking this Course)	Digital Marketing Competition; Social Media Competition; Advertising Creativity Competition
Certifications (Students May Obtain)	National Certification for Marketing Analyst

2.1 Alignment of "Job Roles, Competitions, and Certifications"

(Details regarding how the course aligns with the corresponding roles, competitions, and certifications)

2.2 Statistics

Provide a summary of the competitions your class participated in this semester, including any awards (attach certificates if applicable). Also, list the types of certifications pursued by students and the number of students who passed.

3. Quality Monitoring of the "Digital Media Marketing and Promotion Design" Course

(1) Classroom Analysis

3.1.1 What is your teaching style?

Concise and elegant, highly interactive.

3.1.2 How was student engagement in your class?

Students actively interacted and provided feedback and further communication after class.

3.1.3 What innovative teaching methods and course designs did you use to engage students? Please provide examples (minimum 200 words).

- **Interactive Classroom Activities:** Incorporated interactive elements such as real-time polls, discussion groups, and role-playing during class.
- **Project-Based Learning:** Involved students in real-world digital marketing projects to help them apply the knowledge they learned.
- **Case Studies and Analysis:** Selected successful digital marketing cases for detailed analysis to help students understand strategies and outcomes in real-world scenarios.

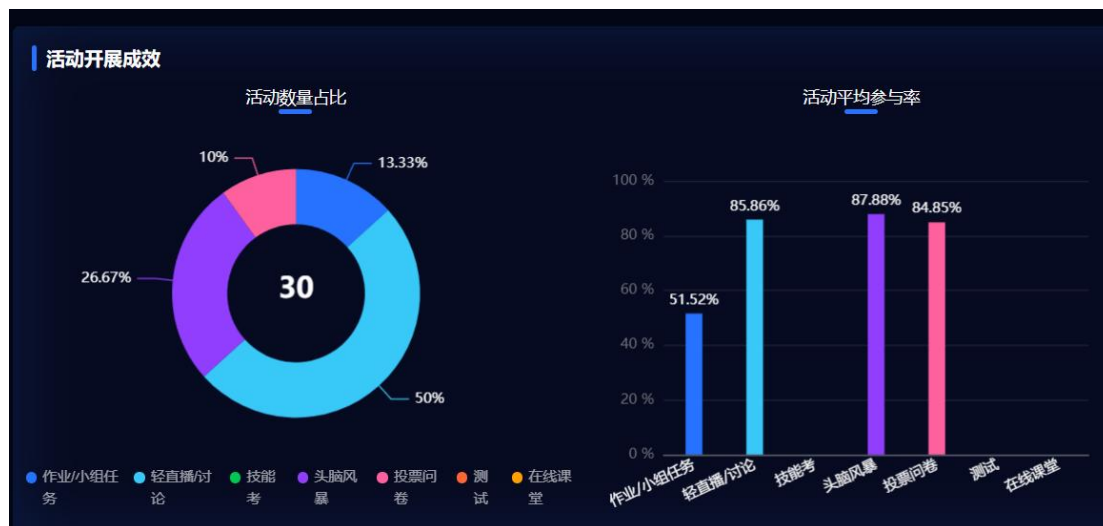
4. Overview of Teaching

(1) Teaching Resources and Activities Statistics

Category	Number of Resources	Number of Members	Check-ins	Teachers	Brainstorming Sessions	Discussions/Live Sessions	Assignments/Group Tasks	Polls/Surveys	Class Performance	Cloud	Course-
										Textbook Study	Moral Education Resources
	7	29	29	0	10	15	2	3	0	1	0

(2) Teaching Resources Report

- **Pie chart of the distribution of resources for this experimental course and student learning statistics (refer to figure).**



- **OBE Course Activity Resource Composition (Pie Chart):** Distribution of activity participation by type.



- **Student Learning Analysis:** Analyze reasons for student achievement levels and provide insights into their learning progress.



5. Outcomes and Suggestions

(1) What OBE-related achievements have you (as an instructor) accomplished this semester? (e.g., projects, papers, submissions, competitions). If applicable, please attach screenshots.

(2) What problems do you think need improvement in the implementation of this course?

There is a gap between theory and practice. The course content may be too theoretical, making it difficult for students to apply what they've learned to real-world situations.

(3) From the perspective of students and classroom effectiveness, if you were to redesign this course, what innovative methods could be used in OBE (in terms of resource and activity design)?

I believe collaborative learning could be beneficial. Group projects would allow students to work in teams, fostering teamwork and communication skills. Encouraging peer review would help students enhance their critical thinking and analytical abilities through evaluating others' work. Cross-disciplinary collaboration is another good option, such as designing interdisciplinary projects with other fields (e.g., computer science, design, business) to develop students' comprehensive skills. If resources permit, I would invite industry experts or alumni to give lectures and workshops, sharing the latest trends and practical experiences in the industry.