

Experiential Learning Task Examples in Teaching Advertising

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EXTENDED ABSTRACT

1. INTRODUCTION

Education in the field of advertising, design, and communications should be unconventional, diverse, and interesting for the students. A dynamic business implies dynamic learning: non-typical, innovative, engaging.

The elaboration depicts some of the courses in the bachelor's and master's programs in advertising at a Bulgarian university in Sofia. The disciplines cover various experiential learning tasks with the purpose to bring change and innovation into the university classroom by breaking the usual limits of conventional lectures. Some of the more prominent interactions are well-described in the article. An online survey among students is conducted to determine their explicit opinions and attitudes towards the specific experiential learning tasks as an instrument to better learning. Results show that memorization of study material, motivation, attendance and interest in the subjects increase when such tasks are included as a regular part of the teaching process. All described situations are customized for the specific lecture. The task examples are described in detail, including the steps of the activities.

2. METHODOLOGY

In order to gather feedback on the experiential learning methods used in the courses on advertising, an explicit online questionnaire was put into action. Its aim is to gauge the opinions of students and highlight the role of experiential learning tasks in their overall experience. The questionnaire includes 12 closed-ended questions, and one open question directed at students who have taken some of the advertising courses between 2022 and 2024. The survey period of gathering responses was August 2024, and it was completed by 110 respondents contacted through email.

The topic of the short questionnaire is 'experiential learning tasks as an innovative teaching method'. The research objective is to analyse the role of these interactions in successfully delivering knowledge to students in an innovative way by improving their educational experience. The research task is to create a questionnaire to capture students' opinions on the experiential learning and to present the data from it. The subjects of the study are students in advertising at New Bulgarian University (study period: 2022 – 2024). The study object are the attitudes of the target group towards the experiential learning methods. The research hypothesis assumes that experiential tasks will be explicitly recognized as a successful method for more innovative learning by a significant portion of the students; and the general perception of students about the interactions will be positive. The questionnaire begins with a key question: whether experiential tasks in the discussed courses are perceived as an innovative form of learning. This is followed by questions about the preference for courses with or without such tasks; retention of material; interesting way of conduct; usefulness of tasks; emotions evoked during tasks; tasks' impact on learning motivation; capability of attention engagement; sharing with others; willingness to attend classes; readiness to recommend the course to other students based on the experiential learning tasks. The questions are closed-ended with Likert scales.

3. RESULTS AND CONCLUSIONS

The data from the questionnaire indicates that the experiential learning methods implemented in the described courses are very-well perceived by the tested subjects. This confirms the hypothesis that experiential tasks are explicitly recognized as a successful method for more innovative learning by a significant portion of the students (87.3%) and the general

perception of students about the tasks is very positive. 87.3% of the students claim that the experiential tasks make the courses more innovative. Almost 92% of the respondents state that they prefer courses with such tasks included in the programme. Most of the students (86.3%) are convinced that the experiential tasks have led to better retention of the study material. Over 90% find them interesting, and useful (91.8%). Most of the students reported positive emotions during the experiential sessions (93.6%). Almost 80% stated an increase in motivation for learning. Another 93.7% believe the experiential tasks enhance attention engagement. Close to 85% say they have shared with others about experiences and knowledge they obtained during a learning session that included such tasks. 74.5% claim that the experiential tasks in the courses prompted them to attend lectures more frequently. 86.4% would recommend enrolling the courses to other students.

The power of a well-designed experiential learning task should not be underestimated when professors create the situations and lessons for their curriculum, as it seems a very desired method welcomed by students.

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