

The Application of Project-Based Learning in New Media Marketing Courses

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Abstract: With the rapid development of information technology and the transformation of social media, new media marketing has become an indispensable part of corporate marketing strategies. As an essential course for cultivating future marketing professionals, new media marketing courses face the challenge of effectively integrating theory and practice. Traditional classroom teaching methods often focus on the delivery of theoretical knowledge while lacking opportunities for hands-on experience and innovative practice. This paper explores the application of project-based learning (PBL) in new media marketing courses, analyzing its core advantages, implementation strategies, and, through case studies, demonstrating how PBL enhances students' practical skills, innovative thinking, and teamwork abilities. Finally, the paper summarizes the challenges encountered during implementation and proposes suggestions for improvement.

Keywords: Project-based learning, New media marketing, Practical ability.

1. Introduction

As an important component of modern marketing, new media marketing has gradually shifted from traditional advertising models to digital, social, personalized, and interactive approaches. In this context, how to cultivate students' practical skills, innovative abilities, and teamwork spirit through effective teaching methods has become a key issue in new media marketing courses. Traditional lecture-based teaching often emphasizes theoretical knowledge, lacking opportunities for students to engage in real marketing environments, which results in insufficient development of their practical application skills and innovative thinking. Project-based learning (PBL) is a teaching method that emphasizes practice and problem-solving. By involving students in real or simulated projects for in-depth learning, PBL effectively compensates for the shortcomings of traditional teaching methods. PBL focuses on active participation, teamwork, problem-solving, and innovation, making it suitable for courses that require a combination of theory and practice, such as new media marketing courses. This paper will explore the application of PBL in new media marketing courses, analyze its advantages and challenges, and propose feasible implementation strategies, aiming to provide a reference for the reform of new media marketing course teaching.

2. Theoretical Basis of Project-Based Learning

Project-based learning is a student-centered teaching model that emphasizes students acquiring knowledge and skills through participation in actual projects. The core concepts of PBL include the following aspects:

2.1. Student-Centered Approach

PBL emphasizes the student's central role in the learning process. Students actively engage in various stages of the project, gaining knowledge and solving problems through

hands-on involvement.

2.2. Real-World Problem Orientation

PBL requires students to work on real or simulated project tasks that are complex and challenging, helping develop their problem-solving abilities in practical scenarios.

2.3. Interdisciplinary Collaboration

PBL often involves interdisciplinary cooperation, where students utilize knowledge from various disciplines to solve project-related problems, improving their ability to conduct comprehensive analysis and foster innovation.

2.4. Reflection and Evaluation

PBL encourages students to reflect on and assess their work after completing a project. This reflective process helps identify shortcomings and areas for improvement.

3. Advantages of Project-Based Learning in New Media Marketing Courses

Project-based learning is a student-centered teaching method that enables students to acquire knowledge and skills by participating in real-world projects. In new media marketing courses, PBL not only enhances students' theoretical knowledge but also strengthens their practical abilities. The following are some specific advantages:

3.1. Enhancing Practical Ability

New media marketing is highly operational and practical, and purely theoretical learning often fails to develop students' abilities to navigate real market environments. Through project-based learning, students can directly participate in marketing tasks, such as planning social media ads, performing data analysis, and designing marketing campaigns. This practical experience helps students better understand and master the operational steps and techniques in new media marketing.

3.2. Cultivating Interdisciplinary Thinking

New media marketing encompasses multiple disciplines, including advertising, data analysis, consumer behavior, and content creation. PBL helps students apply knowledge from various disciplines in a real marketing project. For instance, students may need to use statistics for data analysis, psychology to understand consumer needs, and marketing theory to develop strategies. This interdisciplinary approach allows students to gain a broad understanding of each discipline and learn how to apply it in practical work.

3.3. Enhancing Teamwork and Communication Skills

New media marketing projects typically require teamwork. In these projects, students need to collaborate, divide tasks, and communicate effectively. Each team member can contribute their expertise, such as content creation, design, or data analysis. This collaborative experience helps students develop teamwork spirit and communication skills, which are crucial for career development, as marketing often involves cross-departmental and cross-functional collaboration.

3.4. Stimulating Innovation and Critical Thinking

New media marketing is a rapidly changing field, and marketing professionals need to continually innovate to attract users and enhance brand exposure. PBL encourages students to address real-world problems using creative solutions, stimulating their innovative thinking. Furthermore, PBL promotes critical analysis, helping students continuously optimize and refine their work.

3.5. Enhancing Employability

Through project-based learning, students not only accumulate practical experience but also showcase their comprehensive abilities in new media marketing. Many companies value candidates' practical experience and problem-solving skills, and PBL provides students with a "stage" to demonstrate their abilities. Additionally, the marketing activities or cases students work on during the projects can serve as important highlights in their resumes, increasing their competitiveness in the job market.

3.6. Enhancing Self-Drive and Learning Motivation

PBL typically requires students to explore and solve problems independently, reducing the teacher-centered, "passive learning" model in traditional classrooms. By taking responsibility in real projects, students are more motivated to engage in proactive learning and improve their self-drive. This approach helps students better grasp core knowledge of new media marketing and prepare for future professional challenges.

3.7. Aligning with Industry Needs

The practical applications and market demands of new media marketing are constantly evolving. PBL allows students to work on real or simulated marketing projects, keeping them aligned with industry trends. Teachers can collaborate with industry partners to involve students in actual business marketing projects, ensuring that the knowledge and skills learned in the course match current market demands.

4. Implementation Strategies for Project-Based Learning in New Media Marketing Courses

The successful implementation of PBL in new media marketing courses requires clear strategies to ensure that students can effectively participate and benefit from the experience. The following are key implementation strategies:

4.1. Define Project Goals and Learning Outcomes

Before the course begins, teachers should clearly set the learning objectives and outcomes for the project. These objectives should be specific and measurable, such as mastering marketing strategies for new media platforms, learning to use social media advertising tools, or making data-driven marketing decisions. Teachers should also clarify the expected outcomes, such as final reports, marketing plans, or online ad campaigns.

4.2. Design Realistic Projects

New media marketing is dynamic and practical, so the designed projects should reflect industry needs and have real-world significance. For example, creating a specific social media marketing campaign, developing a digital marketing strategy for a brand, or evaluating the marketing effectiveness for a target audience. Projects should be based on current industry trends, such as short video marketing or social commerce.

4.3. Foster Interdisciplinary Teamwork

Since new media marketing involves a range of fields, including content creation, data analysis, market research, and brand communication, teamwork is essential. Teachers should encourage students to form interdisciplinary teams where each member specializes in different areas. Group discussions and progress reports should be regularly scheduled to ensure smooth communication and collaboration.

4.4. Implement Stage-Based Progression and Feedback

PBL is a process that progresses in stages, with each phase having clear goals and outputs. Teachers can divide the project into stages, such as market research, campaign design, and data analysis. After completing each stage, students should receive feedback to help them improve and refine their work, ensuring high-quality project outcomes.

4.5. Utilize Real Tools and Platforms

New media marketing relies on various digital tools and platforms, such as social media management tools, advertising tools, and data analysis platforms. Teachers should provide students with hands-on experience with these tools to ensure they not only understand the theory but also gain practical skills.

4.6. Emphasize Reflection and Summary

Reflection is a core element of PBL. After completing the project, students should reflect on the entire process, assess their learning outcomes, and evaluate the effectiveness of their teamwork. Organizing class discussions and individual reflection reports will help students recognize areas for improvement and adjust their future learning strategies.

4.7. Integrate Industry Resources and Expert Guidance

To enhance the realism and challenges of the projects, teachers can collaborate with industry experts or companies to offer guidance and evaluation. Through expert involvement, students can gain feedback based on actual industry needs and ensure that their project outcomes have market value.

4.8. Assessment and Presentation

Finally, assessment in PBL should consider not only the final report or plan but also the students' participation, creativity, and teamwork throughout the project. Multiple dimensions of evaluation, such as innovation, execution, teamwork, and presentation, should be included.

5. Case Study of Project-Based Learning in the New Media Marketing Course

Project-based learning is an educational method that drives student learning through real-world problems or projects. In the New Media Marketing course, project-based learning allows students to apply marketing theories and techniques in practice, enhancing their innovation, teamwork, and market analysis skills. Below is a specific case demonstrating how project-based learning can be effectively implemented in a New Media Marketing course.

5.1. Project Background and Objectives

The goal of this case is to allow students to actively participate in designing and executing a new media marketing project, improving their marketing practice skills on new media platforms. Through this project, students will gain experience in planning, executing, and analyzing a marketing campaign, while learning how to adjust strategies based on data feedback.

5.2. Partner Company

The implementation of project-based learning typically requires collaboration with a company, providing students with the opportunity to engage with the real market. In this case, students partnered with a startup e-commerce company that aims to use new media marketing to increase brand influence, engage target customers, and boost sales. The company has already established a presence on several social media platforms but lacks a systematic and effective marketing strategy.

5.3. Student Roles and Division of Labor

Students are divided into several groups, with each group responsible for different aspects of the project. Within each group, members are assigned roles based on their interests and expertise to ensure that each aspect is handled by a dedicated person. The roles for students include: Market Research Group Responsible for collecting market data, analyzing competitors' marketing strategies, and identifying the characteristics and needs of the target customer group. Content Creation Group Responsible for planning and creating content suited for different platforms (e.g., short videos, graphic ads, interactive activities, etc.), ensuring the content is creative and engaging. Social Media Management Group Responsible for executing specific social media marketing activities, including managing social media accounts, content publishing, interaction, and handling user

feedback. Data Analysis Group Responsible for tracking the marketing activity's effectiveness in real-time, analyzing key metrics (e.g., click-through rates, conversion rates, engagement), and providing feedback and suggestions to the other groups.

5.4. Project Process and Content

Stage 1: Project Launch and Needs Analysis. In the initial stage of the project, students meet with the company's management team to understand the company's background, product features, brand positioning, and current marketing situation. Using this information, students define the project's specific goals, such as improving brand visibility, increasing user engagement, or enhancing conversion rates. They conduct market research, analyze target customers, competitors, and market trends using online surveys, social media data analytics, and other tools.

Stage 2: Marketing Strategy Design. Based on the needs analysis, student teams collaboratively design a new media marketing strategy. In this stage, students need to design specific content marketing plans and dissemination paths tailored to different social media platforms (e.g., Weibo, WeChat, Douyin, Bilibili, etc.). Content can include but is not limited to graphic ads, short videos, live streaming events, interactive games, etc. Students develop a clear marketing strategy, determine the promotion direction for each platform, and select suitable content forms. They create engaging content, produce marketing materials, and ensure that the content attracts the target audience while being highly shareable and interactive.

Stage 3: Marketing Activity Execution. In this stage, students begin executing the designed marketing plan. This includes scheduling content releases, launching social media ads, and running online interactive activities. Students manage and maintain the social media platforms, ensuring smooth operation of the marketing campaign. They post content, drive online activities, and interact with users (e.g., responding to comments, engaging in discussions). Social media management tools are used to schedule content releases, while advertising platforms are used for targeted promotion.

Stage 4: Monitoring and Data Analysis. During the campaign, students closely monitor the effectiveness of the marketing activities, using data analytics tools to track key metrics such as click-through rates, engagement rates, and conversion rates. Based on real-time data, students need to quickly adjust strategies and optimize the execution of the marketing activities. They track data in real-time, analyze the campaign's performance, and make timely strategy adjustments. Issues in the campaign, such as modifying the ad targeting, optimizing content, or increasing interaction, can be addressed based on data feedback.

Stage 5: Summary and Evaluation. After the project is completed, student teams, in collaboration with the company, assess the results of the marketing campaign, including brand visibility, user engagement, and sales conversion. Students write a project summary report, summarizing the successes and shortcomings of the campaign and providing suggestions for future optimization. The summary report includes an analysis of the data results and the effectiveness of the campaign, evaluating improvements in brand awareness, customer interaction, and sales growth.

6. Conclusion

Project-based learning is an effective teaching method that

significantly enhances students' practical abilities, innovative thinking, and teamwork skills in new media marketing courses. By carefully designing project tasks, students engage in real marketing environments, combining theory and practice while cultivating problem-solving skills. However, the successful implementation of PBL requires teachers to have strong capabilities and sufficient resources. In the future, PBL will continue to play a crucial role in new media marketing education, helping students adapt to the rapidly changing industry and improving their overall professional capabilities.

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