



Innovation and Practice of a Teaching Model for Cultivating AI-Empowered Creative Talents: A Case Study of the Advertising Copywriting Course

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Abstract: In response to the advertising industry's pressing need for "Copywriting + Technology + Data" composite talents in the context of the intelligent media era, this paper takes the "Advertising Copywriting" course as an example to systematically expound on the innovative teaching process centered on AIGC deep empowerment. Focusing on the three major pain points in teaching—outdated content, impractical exercises, and inadequate integration—this study constructs a teaching model termed "One Integrated Framework, Dual Cores, Three Phases, Four Transformations". The teaching reform is anchored in the principles of "student-centeredness and output-orientation," with "project-based practical teaching" as the main approach, and "Five-Mind Ideological and Political Education" and the "AIGC Tool Chain" serving as dual core drivers. It adheres to a three-stage ability progression path: "basic cognition - integrated application - innovative output," thereby achieving the teaching reform goal of cultivating digital and intelligent creative talents characterized by "AI-enhanced creation, media-integrated instruction, project-based practical implementation, and diversified evaluation."

Keywords: AIGC empowerment; talents in digital and intelligent creation; project-based instruction; smart curriculum; industry-education integration

1. The inevitability and urgency of reforming advertising copywriting teaching in the era of digital and intelligent transformation

The deep integration of artificial intelligence, big data, and converged media technology is driving the advertising industry to shift from a traditional creative-driven paradigm to one based on "data insight + intelligent generation + precise dissemination". The industry's requirements for talent competencies have expanded from a single "writing proficiency" to a composite set of skills including "copywriting and planning ability, AIGC tool mastery, data analysis ability, and cross-media operation ability". However, the current advertising courses in universities, especially core courses such as "Advertising Copywriting", still largely adhere to the teaching content, methods, and evaluation systems of the pre-digital era, failing to promptly respond to technological iterations and changes in talent demands in the industry. This tension between "urgent industry needs" and "lagging educational supply" constitutes the fundamental driving force for promoting curriculum teaching reform.

2. Review of the Current Situation: Three Key Challenges in Traditional Teaching Models

2.1 The teaching content and methodologies are lagging behind the advancements in intelligent media.

For a long time, the teaching content of the "Advertising Copywriting" course has primarily revolved around the copywriting paradigms of traditional media such as print media and television advertising. The textbooks have a long update cycle, and the case library lacks in-depth coverage of emerging communication forms such as social media, short videos, and interactive H5. More importantly, the course rarely involves specific application scenarios of AIGC tools in various aspects of copywriting creation, such as intelligent trend analysis, user language style simulation, multiple version copy generation, and real-time interpretation of communication data. The teaching methods are still mainly based on teacher lectures and individual student writing, although there are group discussions, case appreciation, and other forms, they are not fully integrated into a digital, interactive, and project-based learning experience, which is out of touch with the media habits and learning preferences of students as "digital natives". This lag leads to a "generation gap" between the skills students learn and the actual workflows of the industry, requiring a longer adaptation and relearning process after entering the workforce.

2.2 Project practice is not focused, and there is inadequate cultivation of job competencies.

Although many courses attempt to introduce "project-based learning," the projects often originate from fictional or highly simplified "simulated tasks" created by teachers, such as "designing an advertising slogan for a certain brand" or "writing a product manual." Such projects lack the complex constraints of real business projects, such as clear KPI indicators like click-through rate and conversion rate, authentic target user personas, competitive product environment, budget and time constraints, multi-departmental collaboration processes, and communication scenarios between the client and the agency. When students complete such virtual projects, they tend to focus on the "elegance" of the copy or the "flamboyance" of the language, while neglecting the accuracy of strategic positioning, the feasibility of creative implementation, and the measurability of communication effects. As a result, students' core job competencies, such as market insight, strategic thinking, proposal communication, project management, and data-based optimization, are not substantially honed, making it difficult for them to meet employers' expectations for "immediate combat capability."

2.3 The integration between industry and education is not deep, and the channels for translating research achievements into practical applications are not smooth.

Effective industry-education integration should be reflected in the alignment of course content with industry standards, teaching processes with production processes, and graduation certificates with professional qualification certificates. However, in reality, school-enterprise cooperation often falls into the dilemma of "school enthusiasm and enterprise indifference". The forms of cooperation are mostly sporadic lectures by enterprise personnel, short-term visits and internships, or recruitment after graduation, lacking a stable and normalized mechanism for joint research projects and talent cultivation. Due to confidentiality, periodicity, and complexity, real projects from enterprises are difficult to be directly and fully introduced into classroom teaching. At the same time, in-school teachers lack the motivation and opportunities to continuously and deeply engage in industry practice, and the proportion of "double-qualified" teachers is low. This results in students' classroom works mostly being limited to assignment scoring, with little opportunity to be published on real media platforms, undergo market testing, generate commercial value, or serve social needs. Works and achievements are "stored in hard drives", unable to form an effective learning feedback loop, which also weakens students' sense of achievement and professional identity.

3. Model Construction: Comprehensive Design of the "One Integrated Framework, Dual Cores, Three Phases, Four Transformations" Teaching Model

To tackle the aforementioned challenges, the curriculum team, guided by the OBE philosophy, has developed a teaching model characterized by "One Integrated Framework, Dual Core Elements, Three Progressive Stages, and Four Transformative Approaches," and has systematically restructured the curriculum.

3.1 One Integrated Framework: Project-based practical teaching as the core approach

The term "One Body" denotes adopting project-based practical teaching as the central approach, shifting away from the traditional course organization logic that focuses solely on imparting knowledge points, and instead utilizing comprehensive "projects" as the fundamental unit for organizing instruction. The project sources adhere to the principles of "authenticity and innovation," drawing primarily from the genuine business needs of partner companies like "Shuanglu Battery," "Lunan Pharmaceutical," and "New Hope Dairy," as well as from teachers' teaching and research endeavors. Additionally, they encompass strategic single-topic assignments from prestigious national academic competitions such as the China Advertising Grand Prix and the Academy Awards. These projects boast authentic business contexts, well-defined communication objectives, and objective evaluation criteria, ensuring that teaching remains closely aligned with industry practices.

Additionally, each project is meticulously designed following the comprehensive workflow of an advertising agency, broken down into five pivotal stages: strategy brief interpretation and market analysis, creative ideation and brainstorming, copywriting and visual representation, proposal pitching and client interaction, as well as launch management and performance evaluation. Students, working in teams, assume the roles of a "mini advertising agency" and navigate the entire process from order reception to case closure, thereby integrating discrete knowledge points (such as positioning theory, appeal strategies, and rhetorical techniques) into a cohesive, problem-solving skill set.

3.2 Dual-core: Placing Equal Emphasis on Value Leadership and Technological Empowerment

The course centers around the "Five Hearts" ideological and political elements as its core values, refining and setting forth the "Five Hearts" educational goals: "the wisdom of embodying moral principles through literature, the unwavering commitment to duty, the fervent dedication to serving the nation and benefiting its people, the resolve to rejuvenate China, and the confidence in upholding integrity and fostering innovation." In the "Public Service Advertising Creation" module,

students are guided to focus on social issues and uphold the core socialist values; in "Brand Culture Interpretation," they are encouraged to delve into elements of China's splendid traditional culture and foster cultural self-assurance; during project collaboration, emphasis is placed on the professional ethics of integrity, punctuality, and teamwork. Through diverse teaching methods, including the development of an ideological and political education case repository, thematic discussions, and creative work production, ideological and political education is seamlessly integrated into the entire professional teaching process, achieving a harmonious blend of knowledge dissemination, skill development, and value guidance.

The course is built around the embedded application of the AIGC toolchain as its technical foundation, framing AIGC technology as an "efficiency engine" and "thinking partner" that empowers every stage of the creative process. It systematically integrates AI tools designed to effectively support text creation, forming a comprehensive toolchain that spans the entire workflow. During the insight and planning phase, tools like "Baidu Index" and "Huoshaoyun Data" are utilized for analyzing industry trends, hot topics, and competitive products, facilitating data-driven strategy formulation. In the creativity and conception phase, "Yitu Naotu" is employed to foster visual thinking and construct a creative logic tree, while large language models such as "ERNIE Bot" are leveraged for brainstorming sessions to generate creative directions and copy entry points. During the creation and generation phase, tools like "Zhouyu" and "Wenguangou" assist in drafting initial copy, "Tongyi Wanxiang" generates accompanying visuals, and the AI features of tools like "Jianying" support video script creation and editing. In the evaluation and optimization phase, platforms such as "Xinbang" are used to monitor the dissemination data of published works, and "Yizhuan" is employed for evaluation and analysis, enabling iterative optimization of copy and strategies based on back-end data from social media or corporate accounts. The teaching emphasizes how to critically evaluate, creatively modify, and emotionally refine AI-generated outputs.

3.3 Three-Tier: A Spiral Approach to Ability Advancement

Phase 1: Foundational Knowledge and Initial Tool Exploration. Students will engage in a systematic study of the fundamental theories, writing principles, and classic styles of advertising copywriting. Concurrently, they will be introduced to and gain hands-on experience with AI tools in basic tasks such as information retrieval, data organization, and simple copy generation, thereby developing an initial understanding of the "human-machine collaboration" work model.

Phase 2: Integrated Application and Project Practice. Students embark on a full-fledged real-world project cycle, systematically applying the AI toolchain to various aspects of the project under the guidance of teachers. The emphasis is on training students' ability to flexibly select and combine tools according to specific tasks, as well as their ability to critically examine and optimize AI-generated content, thereby "mastering AI" and solving practical problems in project advancement.

Phase 3: Innovation Output and Value Realization. Student teams independently complete their projects and publish and submit their final works on the course official account, partner enterprises' social media accounts, or competition platforms. The works undergo real market data testing, such as readership, interaction rate, and conversion effect, or professional evaluation by enterprise mentors and competition judges. This phase emphasizes the leap from "completing assignments" to "generating value", realizing the transformation of knowledge into achievements and achievements into influence.

3.4 Four Modernizations: Characteristic Description of New Teaching Paradigms

AI-driven creation. Copywriting has evolved from a "handcrafted workshop" model reliant on personal inspiration to a human-machine collaboration model of "AI-assisted generation + manual creative optimization". AI tools have expanded the breadth of creation and enhanced efficiency, while human emotional labor has enriched the depth and warmth of the works.

Teaching mediaization. The teaching process is deeply integrated into various digital media such as "Chaoxing Learning Pass" and other online teaching and management platforms, WeChat official account for courses, H5 mini-programs, and rich media, breaking the spatial and temporal constraints of the classroom and achieving efficient circulation of teaching resources and full recording of the learning process.

Project-based practical application. All core teaching activities in the course are centered around real business or competition projects, with teaching objectives directly aiming at deliverable, assessable, and applicable practical outcomes, enabling students to learn how to fight in real battles.

Diversified evaluation. Establish a "4+1" diversified evaluation mechanism, namely, student self-evaluation, group mutual evaluation, teacher-led evaluation, and enterprise/expert participation, supplemented by teaching process data supervision. The evaluation content shifts from a single result evaluation to a multi-dimensional comprehensive evaluation covering learning process, tool application, collaboration ability, innovative thinking, and achievement value.

4. Specific Practice: Innovative Initiatives of the AIGC-Empowered Teaching Model in Core Dimensions

4.1 Project-based reconstruction of teaching content and integration of AIGC process

The course moves away from the traditional structure of dividing content by media type and reconstructs the content system into four modules, based on the core process of advertising copywriting in the intelligent era:

The intelligent insight module focuses on teaching students how to utilize data tools to gain insights into the market and users. Students use "Baidu Index" to analyze category trends, "HuoShaoYun" to analyze competitive product content strategies, and "ERNIE Bot" to simulate consumer interviews, thereby generating user personas and demand reports. The teaching goal is to cultivate students' data thinking ability to extract key insights from vast amounts of information.

The intelligent ideation module focuses on creative divergence and strategic planning. Students use "Yitu Brain Map" to conduct radial association of topic keywords and construct a structured creative framework; they utilize "ERNIE Bot" to input strategic points, obtaining a large number of copywriting entry points and expression angles with various styles. The key to teaching lies in guiding students to learn how to select, evaluate, combine, and deepen the "creative raw materials" generated by AI, forming unique creative strategies.

The core of the intelligent creation module lies in human-machine collaborative copy generation and optimization. Students utilize tools such as "Zhouyu" to generate multiple drafts of copy based on strategies; employ "Tongyi Wanxiang" to input copy descriptions and generate reference images; and use the AI script function of "Jiaying" to visualize the copy. The teaching focus of this module is "human empowering AI", which means teachers guide students on how to make "finishing touches" to AI-generated text that often tends to be mediocre or generic, injecting brand personality, enhancing emotional tension, optimizing language rhythm, and embedding cultural symbols, thereby transforming the copy from "correct" to "wonderful".

The intelligent evaluation module establishes a data closed loop of "Publishing-Monitoring-Optimization". After students publish their works on the designated platform, they learn to use tools such as "Xinbang" to track core indicators such as readership, sharing rate, and completion rate, and utilize "ERNIE Bot" to analyze the emotional orientation and feedback focus of user comments. Based on data insights, targeted iterative optimization is carried out on copywriting, visual design, or publishing strategies, cultivating an effect-oriented optimization mindset.

4.2 Dual-track parallelism in the teaching process

Relying on the Chaoxing Learning Platform, online learning leverages its functions of knowledge transfer, resource sharing, and asynchronous collaboration. Students complete tasks such as micro-course learning, watching tutorials on AI tool usage, and consulting case libraries, while also participating in asynchronous discussions on preset situational themes before class. Group project documents, mind maps, and logs are also collaboratively edited and managed on the online platform. Teachers track progress in real-time through backend data and provide personalized guidance.

Offline teaching, relying on the smart classroom scenario, focuses on deep interaction, high-level training, and achievement display. In response to common issues and cognitive conflicts arising from online discussions, teachers clarify doubts and guide students to conduct in-depth discussions. Practical operation training is carried out, simulating proposal meetings in advertising companies, where students present project proposals individually or in groups, and receive inquiries and defenses from "customers" played by teachers, corporate mentors, or classmates. Industry experts are invited to conduct on-site reviews and share their insights. The complementary functions of online and offline learning have formed a virtuous cycle of "online autonomous learning to build cognition" and "offline deepening interaction to enhance abilities".

4.3 Building a new classroom ecosystem featuring "human-machine collaboration"

In practical classrooms, teachers explicitly advocate and train students to engage in a "four-step cycle" interaction with AI tools: The first step involves clarifying instructions, clearly defining task objectives, target audience, style tone, and key information; the second step involves evaluating the output, critically examining multiple versions generated by AI, and analyzing their strengths, weaknesses, and alignment with strategies; the third step involves critical revision, pointing out the shortcomings of the AI draft and making targeted modifications; and the fourth step involves creative enhancement, injecting unique creative sparks, exquisite rhetoric, or profound humanistic thinking into the AI draft. In this process, teachers transition from being "knowledge transmitters" to being "coaches of human-machine collaboration," focusing on cultivating students' ability to ask precise questions to AI and their professional insight to evaluate and enhance AI output.

4.4 Intelligent development and ecological expansion of teaching resources

Intelligent case library and knowledge graph construction. Digitally deconstruct and annotate accumulated classic advertising cases, previous student award-winning works, and real enterprise project documents, highlighting the application nodes of AI tools, creative breakthrough points, and ideological and political mapping points, to form a three-dimensional intelligent case library that is "retrievable, traceable, and imitable". Simultaneously, utilize knowledge graph technology to construct a visualized course knowledge network. Students can engage in nonlinear learning through the graph, independently exploring knowledge connections.

Operation of the "Enterprise-Competition-Course" project resource pool involves establishing stable cooperative relationships with enterprises. By setting up "enterprise-proposed topics" or "lightweight real-world demands", we continuously introduce the latest industry trends and demands into the classroom. Simultaneously, we make top-tier competitions such as "D&AD" and "Academy Awards" as "required tasks" every semester, achieving "learning through competition". As a result, a three-wheel drive mechanism has been formed, driven by "real-world demands from enterprises", "high-level competitions", and "systematic promotion of course teaching", ensuring the continuous flow, updating, and challenge of project resources.

4.5 Achievement-oriented and data-driven reforms in teaching evaluation

Develop a multi-dimensional capability evaluation matrix. Move away from a singular score-based evaluation and establish an evaluation matrix encompassing five core dimensions: strategic precision, creative uniqueness, literary aesthetics, traditional copywriting skills; AIGC tool application capabilities; data-driven thinking, including the depth of data analysis and the rationality of data-driven decision-making; innovative thinking, such as breakthrough improvements to AI-generated content and cross-media integration capabilities; and the realization of commercial or social value. Each dimension is assigned a rating description standard of "excellent, good, qualified, and to be improved," providing a solid basis for evaluation.

5. Conclusion

The "One Integrated Framework, Dual Cores, Three Phases, Four Transformations" model aims to integrate teaching content through project-based practical exercises, driven by both value-based ideological and political education and technological tools. It unfolds teaching along a path of ability progression, ultimately promoting a profound transformation of teaching forms towards intelligence, media integration, practical application, and diversified evaluation. Practice has shown that the "One Body, Dual Core, Three Stages, and Four Modernizations" model effectively stimulates students' intrinsic motivation and innovative potential, significantly enhancing their core competitiveness and professional adaptability in copywriting creation in the intelligent era. Of course, the ongoing teaching reform of the course still faces challenges such as technological iteration, organizational management, and ethical norms, which require continuous debugging and optimization in future practice.

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