**FABLE – Training Faculties on Blended Learning**

Erasmus+ project

**Library of blended and online learning courses and teaching sessions:** Success stories, best practices and cautionary tales from the academia.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the course | | | **Copywriting** | | | | | |
| Amount of course credits in ECTS | | | | | | | **6** | |
|  | | | | | | | | |
| **Select one:** Is this observation | **Positive**: A Success story or best practice? | X | | **Neutral**: General observation? |  | **Negative**: A Cautionary tale? | |  |
| Major the course is related to | | | Degree in Advertising | | | | | |
| Please give a short description of the course structure (number of lectures, weeks, online events...) | | | Immerse students in the particularities of copywriting. Compulsory subject of the first semester of the 1st year of the Degree in Advertising. It is the first specific subject of the discipline that the student faces, so involvement and motivation were key. Therefore, it was essential to carry out an activity that enhanced creativity, ingenuity and teamwork among students, and strategic skills in the advertising world.  10 topics + 20 live sessions + 3 continuous assessment activities (40%) + final exam (60%). | | | | | |

|  |
| --- |
| Please give a short description of this case: |
| **Description of the training activity**: organization of a writing contest among the students of the Copyrighting subject (Degree in Advertising) of voluntary participation in teams of 3-4 students.  This activity should not suppose an excessive workload, so we have opted for a light and enjoyable approach that motivates them to participate and to take the routine of writing frequently.  Workgroups undertake the role of a brand´s *community manager* that changes every week and they publish, for the brand, an entry on Instagram on a current issue raised by the professor.  It is about the student becoming familiar with real-time content creation by appealing to creativity and humor with the intention of generating *engagement* with the audience. In a post of a few characters, each team must link the current issue raised to one of the brand´s values.  The contest will take place in the specific classroom forum. These publications will be fictional and may be enriched with all the complementary material that the student chooses (audio, audiovisual, graphics). A website to create texts with the appearance of Instagram posts is provided:  <https://zeoob.com/generate-instagram-post/>  **Pedagogical objectives:** it aims that the student takes the habit of writing periodically combining creativity and humor. It also seeks to encourage teamwork and contact between students beyond what is strictly mandatory to create an enriching and dynamic environment, characteristics of the university world.  **Participation Dynamics:** the development of the activity is shared in a schematic way, with a weekly dynamic that lasts until the last two weeks of the course, where finals are held to select a winning team.  1. Activity explanation. List of interested participants (it is voluntary).  2. Students team up. Maximum of10 groups.  3. Professor defines the topic/news to be worked on and the associated brand.  4. 5 days of teamwork  5. Creative proposals are uploaded to the forum before the celebration of that week´s live session.  6. Students vote for the best creative proposal through an online form (3 points for the most valued idea, 2 points for the second most valued idea, and 1 point for the third most valued idea. A ranking is established and published in the forum weekly).  7. Contestants participate weekly until week 14, where the four best-ranked teams participate. Two finalists are chosen by their peers in week 15, where the contest winner is chosen. |
| Which teaching tools, services, applications and software solutions were used? |
| The professor shares a piece of news/current issue in the forum weekly (prioritizing social, interesting, and informative issues) related to the brand. Based on this information, each team must work on it and post a summarized entry in the forum. (1) the target audience, (2) the objective of the advertising message, (3) the creative concept developed and (4) the materialization of the post.  **Schedule:**   |  |  |  | | --- | --- | --- | | Course week | Weekly deadlines | Guy | | 1 (26/10/2020 – 30/10/2020) | Day of the session | Dynamic explanation of the voluntary activity | | 2 (02/11/2020 – 06/11/2020) | Day before the session | Interested participants (in forum) | | 3 (09/11/2020 – 13/11/2020) | Day before the session  Day after the session | Team formation (up to 10)  Order 1 | | 4 (16/11/2020 – 20/11/2020) | Day of the session  Day after the session | Delivery 1 and vote opening  Vote closing; Classification update; Order 2 | | 5 (23/11/2020 – 27/11/2020) | Day of the session  Day after the session | Delivery 2 and vote opening  Vote closing; Classification update; Order 3 | | 6 (30/11/2020 – 04/12/2020) | Day of the session  Day after the session | Delivery 3 and vote opening  Vote closing; Classification update; Order 4 | | 7 (07/12/2020 – 11/12/2020) | Day of the session  Day after the session | Delivery 4 and vote opening  Vote closing; Classification update; Order 5 | | 8 (14/12/2020 – 18/12/2020) | Day of the session  Day after the session | Delivery 5 and vote opening  Vote closing; Classification update; Order 6 | | 9 (28/12/2020 – 01/01/2021) | BREAK | BREAK | | 10 (04/01/2021 – 08/01/2021) | Day of the session  Day after the session | Delivery 6 and vote opening  Vote closing; Classification update; Order 7 | | 11 (11/01/2021 – 15/01/2021) | Day of the session  Day after the session | Delivery 7 and vote opening  Vote closing; Classification update; Order 8 | | 12 (18/01/2021 – 22/01/2021) | Day of the session  Day after the session | Delivery 8 and vote opening  Vote closing; Classification update; Order 9 | | 13 (25/01/2021 – 29/01/2021) | Day of the session  Day after the session | Delivery 9 and vote opening  Vote closing; The top 4 continue in the competition. Order 10 | | 14 (01/02/2021 – 05/02/2021) | Day of the session  Day after the session | Delivery 10 by the 4 classified and vote opening  Vote closing in which the 2 finalist teams are chosen  Final assignment | | 15 (08/02/2021 – 12/02/2021) | Day of the session | Presentation by the 2 finalist teams  Final vote  WINNING TEAM announcement | |
| What are the most important lessons learned from this course? (Both in negative or positive viewpoint, if there are any) |
| An enjoyable and lively approach aims for the student to associate the creation and idea writing with a habit rather than an obligation. The activity´s approach and its simple dynamics provoked the interest of 50% of the enrolled students, who were encouraged to participate voluntarily.  Thanks to this practice, students had a space to combine creativity and writing without the pressure of evaluation and to experiment and become familiar with the precision of words, essential in advertising texts.  At the end of the dynamic on February 12, 2021, the forum registered a total of 224 entries, which highlights the pace of publication and dynamism it generated during the semester. |
| If you have additional notes or comments, or want to provide a link to online materials, please put them here: |
| The following references include publications resulting from this academic practice:  Fernández Gómez, E., López Martínez, A., & Feijoo Fernández, B. (2022). Experiencia docente en la enseñanza de competencias online en el Grado en Publicidad. *Campus virtuales: revista científica iberoamericana de tecnología educativa*. <http://www.uajournals.com/campusvirtuales/journal/21/7.pdf>  Fernández-Gómez, E., López Martínez, A., & Feijoo, B. (2021). Puesta en marcha de un nuevo Grado online en Publicidad en el contexto de pandemia sanitaria. Revista panamericana de comunicación, 3(1), 212-222. <https://scripta.up.edu.mx/handle/20.500.12552/5528> |