THE INFLUENCE OF TEACHING FOR CREATING MODEL ON INTERNET MARKETING TEACHING

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ABSTRACT

Teaching for creating has its main objective based on the excitation of the learning motivation of the learner, the incubation of the creativity of the learner, and the solving of the problems. The main objective of this study is to use the teaching for creating model of "ATDE" through the curriculum of case study to help a learner develop how the process of the creative thinking is different. From the past research, it was found that three stages of "3E- Exploration, Example and Experience" is very helpful to the teaching for creating. It is helpful to explore the knowledge of value activity of internet marketing. Through the process of learning-from-doing and doing-from-learning, creative internet product is then created. Solid action is used to implement value activity of internet marketing. Finally, three stages process of "3E" is used to describe the carry-out of "ATDE".

INTRODUCTION

The term “Knowledge Economy” has displayed the great change of this era as brought about by Knowledge Economy. Knowledge Economy is for sure the source of the competitiveness. Especially the teachers should think how to enhance the teaching efficiency and welcome the coming of Knowledge Economy through the promotion of teaching for creating. Therefore, to adapt to the coming of Knowledge Economy era, the only way is to use multiple teaching for creating method to create the educational value that can meet the Knowledge Economy era (Chen, 2002a).

Creative Teaching is a method to excite a learner the internal learning motivation. Lots of scholars have proposed their opinions and researches which include the definition, objective, important thinking and the implementation strategies, etc. (Scott & Bruce 1994, Wu 2002, Chen 2002b). Some scholars further propose that teaching for creating is to incubate the creativity of the learner and some rich analysis results are obtained including the thinking of Creative Teaching, the strategy, curriculum, teaching material and teaching method, teaching design, teaching model or influential factor, etc (Lin 2004, Wu & Liao 2007, Chen 1997, Horng et al. 2005). However, since the current research emphasizes on theoretical description and teaching result publication. For the implementation of teaching for creating model, it favors the exploration model of ATDE of domestic scholar Lung-An Chen (1997). Therefore, this study tries to use case study in practical marketing curriculum in technical-vocational system to verify "ATDE" teaching for creating model in the real teaching. Different steps to help the learner to develop creative thinking process will be investigated.

LITERATURE REVIEW

Creative Teaching

Creative Teaching means that the teacher uses vivacious way and diversified teaching content in the teaching process to excite the internal learning motivation from the learner, to incubate happy-to-learn behavior from the learner and to enhance the learner’s learning capability. However, the objective of Creative Teaching is not to incubate the creativity of the learner (Scott & Bruce 1994, Wu 2002, Chen 2002b). The objective of Creative Teaching is to enhance the recognition capability in the latter section, creativity and the problem solving capability of the learner. Moreover, it enhances the learner's learning interest, learning achievement and learning attitude so as to affect the performance of creative learning of the learner.

Important thinking of Creative Teaching includes the constantly updated nature and flexibility of teaching method, the providing of rich teaching material and learning method for the learner. The teacher of Creative Teaching is an encourager and compliment provider. The teacher of Creative Teaching should take good use of the resources, such as the application of computer information technology. The mutual interactive behavior in the class of Creative Teaching is helpful to create a good learning environment.
In the mean time, Creative Teaching should also emphasize on the demand and motivation of the learner so as to keep the continuous nature of the learning from the learner. Finally, Creative Teaching will need the teacher to provide problem solving situation so as to stimulate the diffusive thinking from the learner. The learner can have problem solving skill and capability. According to Teresa & Stephen (2004), for the English institutional learners, qualitative interview is used to summarize the content of Creative Teaching which includes: Tutor should invite the learners to share their thinking and to join the discussion periodically. The learners should clearly reflect their thinking from their standing points. They should propose their opinions on real activities. Through this way, the learner's understanding can be deepened. The learner's thinking is also explored to help the development of the learner's thinking. It was thought that Creative Teaching should be conducted in creative way for the learner. The learner needs to observe the Creative Teaching of the teacher and to participate in creative learning process. Therefore, the implementation strategies of Creative Teaching include: the understanding of the learning need of the learner, the creation of good learning atmosphere in the class, good use of modern information technology, good use of the teaching method, good use of multiple assessment, the generation of creative method, encouragement of group discussion to the learner, correct use of question asking technique, and the encouragement of the learner to try (Wu 2002, Wu & Liao 2007).

**Teaching for Creating**

The objective of teaching for creating emphasizes on creative thinking strategy so as to incubate the creativity and learning motivation of the learner. The only way to let the learner have the optimal learning performance is to implement Creative Teaching. This is also the only way to incubate the creativity of the learner. Therefore, teaching for creating includes the actually generated teaching method, strategy, curriculum, teaching material and method, teaching design or teaching behavior. That is the display of creativity aspect (Hung 2002).

**Teaching for Creating Model**

According to the research from domestic scholars, ATDE is an useful teaching for creating model which is conducted through four elements such as asking, thinking, doing and evaluating. In "asking" aspect, the teacher designs or arranges question situation and proposes creative thinking problem so that the learner can think. In "thinking" aspect, after the teacher has proposed the question, the teacher should encourage the learner to think freely and diffusively. The learner should be given with thinking time so as to find creativity. In "doing" aspect, through the use of all kinds of activities, the learner can learn from doing, can do and think at the same time, and can find the method for solving problem from the real activities such as writing, speaking, arts-performing and singing. In "evaluating" aspect, it means that the teacher and student can co-prepare assessment standard and co-assess to select the optimal answer. Through mutual appreciation and respect, the creative thinking will then be switched from infancy stage to the practical use stage.

Therefore, in the teaching model of ATDE creative thinking, asking, thinking, doing and evaluating activities are done on the original knowledge background of the learner; "Asking" is highly emphasized so as to active the mental activity of the learner. Moreover, love education is emphasized. Criticism is paused. Reverse or opposite opinion can be tolerated. Harmonic teaching atmosphere can be provided. However, the teaching procedure does not necessarily have to follow the order of asking, thinking, doing and evaluating. It can be adjusted flexibly according to teaching activity. The order can be asking, thinking, asking, doing and evaluating, but it can also be asking, doing, thinking, asking, thinking doing and evaluating. In other words, it should be used and adjusted flexibly. Therefore, creative thinking is not originating from nothing. Instead it is constantly updated. On the original basis of the learner, diffusive thinking chance is provided. The learner can fully exploit his potential under free, democratic, safe and harmonic environment (Lin 2004, Chen 1997).

**Factors Affecting Teaching for Creating**

Horng et al. (2005) applied classroom observation and content analysis method. 12 teachers that were recipients of prizes including the urban and suburban areas were interviewed. Focus-group interview method was used to share their experience and to create possible successful factors. Meanwhile, it was proposed that personality traits, family factors, motivation, and organization environment were all important influential factors of creative education. Wu & Liao (2007) further studied factors affecting teaching for creating of the teacher. They are "Personality traits, teaching motivation, content knowledge, shared value, diffusive thinking and school culture", etc. Among them, "personality trait" is the interaction between pre-consciousness and sub-consciousness of an individual. "Teaching motive" is that the school uses aggressive opinion communication, fair judgment and suggestion to make reasonable award and recognition. "Content knowledge" is the possession of relative professional and background knowledge, and the pursit self-learning and growth. "Common value" is a group of social network for the sharing of teaching experience, teaching method or the solving method to a problem. "Diffusive thinking" is not to be limited by the current knowledge scope not to follow the traditional fixed method. It emphasizes the reaction diversity and change. "School culture" is the enthusiasm and focus for implementing the teaching mission. Therefore, according to the study from the scholar, the influential factor can be divided into internal and external factor: Internal factors are personality trait, motive, content knowledge and diffusive thinking, etc. External factors are family factor, organization environment, shared value and school culture, etc.

**RESEARCH METHOD**

This study mainly investigates teaching for creating through case study method. First, we will introduce the definition of the case study. Next, the research process of the case study will be described.

**Definition of Case Study Method**

Case study is to investigate the activity nature of a case under special situational history. It is hoped that its uniqueness and complexity can be understood. Case study is also one type of research strategy. It is a research method that selects single case and adopts all kinds of methods such as observation, interview, investigation and experiment to analyze the collected complete data in depth and to solve or improve them. The main feature of case study is that it can...
investigate the phenomenon of the case in the real life, especially when the link between the phenomenon and the history is not so clear: The way that cannot be neglected to get the truth is to use technique to handle the real site and to summarize all kinds of proofs (Yin 1994).

**The Research Process of Case Study**

The procedures of this study can be divided into six steps according to the suggestion from Yin (1994): (1) The research topic and objective (2) The setup of research architecture (3) The selection of the analysis unit (4) Research case quantity and target selection (5) The decision of data source and data summarization method (6) Data analysis, explanation and deduction conclusion. Among them, the research topic and objective are described previously. For the research structure, it follows the teaching model of ATDE creative thinking. The subsequent steps are described as in the followings.

Selection of analysis unit: The decision of case study analysis unit is to define what the "case" to be studied is (Yin 1994). The selection of the analysis unit must be closely related to the major research topic. Case might one event, plan, activity, or one set of related logical things. Case must clearly define the research scope. In this study, organization is used as the analysis unit to investigate the teaching model process of the creative thinking of the case. After the selection of appropriate case, data collection, analysis and explanation are then carried out.

Research case quantity and research target selection: In the case study quantity part, it should be decided whether it should be studied in depth in single case way or in multiple cases and mutual analysis way. In this study, single case way is adopted for the research. However, in the case selection aspect, this study has selected the internet marketing curriculum in T Institute of Technology as the topic for discussion and analysis.

Data source and data collection method: No one single data source can represent a complete truth or phenomenon (Yin 1994). In fact, Different data source is complementary to each other. Therefore, for this study, in the data collection aspect, multiple data resources are adopted. It includes document, direct observation and teaching situation, etc.

In this study, the researcher has used the curriculum taught to perform Creative Teaching activity. In the activity model of teaching for creating, "ATDE" model is mainly adopted steps such as asking, thinking doing and evaluating. They are used to guide the learner to exploit the creativity. In the asking stage, the researcher has used asking method first to let the learner have in-depth understanding. In the thinking stage, the teacher should encourage the learner to think the possible influential factor and management meaning from the curriculum content. In the doing aspect, the teacher should encourage the learner to learn from doing and to show the creativity. The creative product is expected to be proposed in the real doing process. In the evaluating aspect, multiple elements assessment is adopted which can be the assessment from the teacher or the assessment from the learner. The researcher hopes to use such Creative Teaching model so that the learner can fully use the imagination and existed experience to exploit the new learning experience and innovation.

Data analysis, explanation and the deduction of the conclusion: There are two data analysis strategies for case study (Yin, 1994). One is to use hypothesis to lead the entire case analysis. Another is the development of case description. Through the case description, the complex relation of the case is linked. This study belongs to the latter case. That is "development of case description". Through case description, the complex relation of the case is linked together to perform the analysis and discussion.

**RESEARCH DISCUSSION**

1. Exploration: Exploring the knowledge of the value activity of internet marketing.

   This case is displayed in three aspects such as teaching schedule, internet survival training and internet film application aspect. In the teaching schedule aspect: During the first week to eighth week period internet operation model and strategy, internet marketing planning, customer relationship management, consumer behavior and virtual social network will be introduced. In the ninth week, mid-term will be held. During the period from 10th to 17th week, internet marketing combination (internet product, pricing, promotion and internet advertisement, etc.), internet marketing tool and mobile commerce will be introduced. In the 18th week, final report will be held. In internet survival training aspect Google is used to search the data in the internet (such as doctrine of internet economy, internet development history and customer relationship model, etc.). The Google map and marketing meaning will be investigated. The training of Google user interface and the future influence, a comparison research of 10 major price comparison web sites and the topic of dynamic pricing and the challenge from Wolfram Alpha to Google a success will also be discussed. In the internet film application aspect Internet film is adopted for question submitting and question thinking. It includes internet personal application, family application, internet commercial model and internet medical application for the E era.

   Through the above exploration of the knowledge of value activity of internet marketing, the learner can, through the creative thinking process, experience the new experience of information searching using the internet; through the brain storming process among students, marketing creative thinking capability can be enlightened; through the creative designed curriculum, student's capability to solve problems in the internet can be incubated. Therefore, when Creative Teaching is looked at from the learner's view point, it is mainly to incubate the thinking capability and problem solving capability of the learner (Chen 1997). The Creative Teaching strategy of the teacher must be able to guide the learner how to think, and it must be a teaching that can enlighten the learner to exploit the creativity (Swartz 2003).

2. Example: Through learning from doing and doing from learning process, internet creative product is generated.

   Through learning from doing and doing from learning process, internet creative product is generated. This case is displayed in the creative process of the internet creative product. For example, through the creative product thinking and product process explanation as initiated by the teacher, the learner can propose products such as non-numeric concept clock (I love Disney), 2010 monthly calendar for conveying concept (We just want the universal!), T shirt for important event (20090722 total solar eclipse), personalized hand-carrying purchasing bag (I am on the universal road), a tea cup of calligraphy to cultivate one’s original nature (create and experience the life), cobred
painted lantern (our magic world), colored face mask (my
missing and my love), photo frame with changing style (our
family), magic cube with SUDOKU function (the first cube in
the world), tissue paper with SUDOKU function (the first
eight sheet in the world), a secret that cannot be told (the
sunshine of Hua-Shan and the wind of Ku-Keng) and the
learning-from-playing playing cards (104 questions in the
managerial knowledge of the test for the certificate of
international manager).

Through the above internet creative product
generation process of learning from doing and doing from
learning, the learner can experience the meaning of the
creativity of internet product. Through the experiencing of
learning from doing and doing from learning, the learner’s
spontaneous learning spirit can be incubated. The learning
motive and confidence of the learner can be triggered
through the amaze and fun in the creative thinking process.
Therefore, teaching for creating can not only exploit the
learner the creativity but also incubate the learner a
self-oriented learning capability (Wu et al. 2004, Knowles
1975).

3. Experience: Using solid action to implement value
activity of internet marketing.

This case is displayed in the knowledge exploration of
internet business operation model and the setup of internet
transaction experience. In the knowledge exploration of
internet business operation model aspect, 8C view points of
certain web site is investigated including schema, content,
social network, customization, linking, coordination,
commerce and communication, the investigation of
successful business operation model of certain web site
including customer value, business operation scope, pricing,
income source, related activity, setup, resource and
capability and continuity, the key factors of the value net of
certain web site including value claim, business operation
scope, seizing of profit, strategy control and implementation.
In the internet transaction experience aspect, the internet
purchasing experience of the learner is used to explain the
reason to purchase in the internet, the factors to select
internet shop, and the key factors for successful operation
of internet shop. In the mean time, the learner is also asked
to make report with topic based on internet auction and
operation of blogs for the self-created internet creative
product. The learner is asked to use real action to fulfill
the value of internet marketing.

Through the above solid action and the fulfilment of
value activity of internet marketing, the learner can
experience the exploration of internet value activity and
have practical experience to generate internet creative
product. The learner’s capability on that topic is greatly
enhanced. Through the displaying and sharing process and
the interactive learning with other people, the creativity of
the learner can be more easily displayed (Wu et al. 2004).
Therefore, the learner can have chance to fully exploit his
potential under harmonious environment (Lin 2004, Chen
2007).

CONCLUSIONS

Based on the study of this case, the researcher has
found that three-stage steps of "3E" will be very helpful to
teaching for creating. Three-stage steps of "3E" are (1)
Exploration : exploring the knowledge of value activity of
internet marketing (2) Example : Through learning from
doing and doing from learning process, internet creative
product is created (3) Experience : using solid action to
implement activity action for internet marketing. It is
described as in table 1.

| Table 1 The proceeding method of 3E and ATDE model |
|---------------------------------|---------------------------------|---------------------------------|
| **3E** | **Meaning** | **Method** | **Proceeding method of ATDE model** |
| Exploration | Exploring the knowledge of value activity of internet marketing | - Follow the teaching schedule for the teaching | Asking |
| | | - Implement question submission for the internet survival training | Evaluating |
| | | - Apply internet film for the thinking | Thinking |
| Example | Through learning from doing and doing from learning process, internet creative product is created. | - Let the teacher to set up the assessment goal | Doing |
| | | - Explain the creative process of the creative product. The learner will go through the creative product generation process. | Doing |
| | | - Teacher should perform creativity commenting. | Thinking |
| | | - Learners will perform creativity commenting to each other. | Asking |
| Experience | Using solid action to implement activity action for internet marketing. | - The exploration of the knowledge of internet business operation model. | Evaluating |
| | | - The learner is asked to do internet creative product dealing, for example, purchasing and internet auction. The learner should record in detail the process. | Doing |
| | | - Receive the assessment from the internet market. | Thinking |
| | | - The learner should be asked to emphasize the thinking process. | Asking |
In the exploration stage, the teacher can then perform the teaching of related knowledge of the value activity of internet marketing. According to “ATDE” model in the asking stage, the teacher will use first “asking” way to let learner have in-depth understanding. In the “thinking” stage, the teacher can encourage the learner to think about the curriculum content, the possible influential factors and the management meaning.

In the implantation stage of generating creative internet product through learning from doing and doing from learning process, according to “ATDE” model, the teacher will propose first an “assessment” goal direction for the learner (for example, the proposition of internet creative product). Next, in the “doing” aspect, the teacher can encourage the learner to show creativity through “learning from doing” and to present creative product through real implementation. Next, in the assessment aspect, multiple element assessment is adopted. It could be teacher’s assessment or learner’s self-assessment, etc.

In the experiencing stage using solid action to implement the value activity of internet marketing, according to “ATDE” model, the teacher will provide the learner with the goal direction of “assessment” (for example, the internet transaction experience of internet creative product). Next, in “doing” aspect, the teacher will encourage the learner to perform the transaction activity of merchandise or service through the web site. The learner should record the process in detail. Assessment is received from the internet market to request the learner to think about the entire process so that the learner can experience and gain from the entire value activity of internet marketing.

Therefore, in 3E and ATDE models, mutual cooperation can let the learner seize the control power of the learning. Through the association with new and old experience and through the extensive use of all kinds of resources, the learner’s knowledge capability can be enhanced. More effective learning can be achieved. The learner uses Creative Teaching process to re-define and re-explain the knowledge and experience. Through Creative Teaching, the learner can enjoy the fun of creativity and can exhibit the creativity to full extent. Moreover, the internet marketing capability of the learner can be more enhanced. Meanwhile, in the Knowledge Economy era, teaching for creating is educational industry that is worth developing. Teaching for creating is applicable to all kinds of curriculums. The teacher should use such teaching for creating to enlighten the creativity potential of the learner and to have the learner with better creativity.

REFERENCES