

# Innovative Practice Exploration of Integrated Marketing Communication Course Based on ARCS Motivation Design Model

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**Abstract:** American psychology professor Keller put forward the theory of "ARCS Motivation Design Model" in the 1980s, which combines the results of motivational psychology, behavioral psychology and cognitive psychology in the process of formation, designing a variety of motivation strategies and integrating them into classroom teaching has played a positive role in stimulating and maintaining students' learning motivation. The course "Integrated Marketing Communication" is becoming more and more popular among marketing majors in Chinese universities, but the overall development has not kept pace with the times. This article uses the theory of "ARCS Motivation Design Model" as the research basis to reform teaching concepts, innovate teaching methods, and cultivate students have integrated thinking and ability, and finally put forward innovative practice plans for the course.

**Keywords:** ARCS motivation design model, integrated marketing communication, teaching

## 1. Introduction

If learners lack learning interest and motivation, the actual teaching effect will be greatly reduced. Regarding motivation, Keller believes that "motivation is a person's effort to pursue a goal." In the ARCS motivation design model, Keller proposes to start from the four stages of motivation, and design motivation strategies to stimulate and maintain students' learning motivation, namely attention, relevance, confidence, satisfaction [1-2]. According to the ARCS motivation design model, teachers must first attract students' attention and curiosity in instructional design, and secondly make students realize that the learning objectives and content of this course are closely related to their own knowledge base, life experience and career development, and then encourage students to believe that they have the ability to complete the learning tasks to make them self-confidence in learning, and finally students get satisfaction from the positive feedback and good results received after the learning [3-4].

Integrated marketing communication, IMC theory has only been put forward for 30 years. It was introduced to China in the early 1990s and entered the domestic college curriculum system in the late 1990s. IMC courses were first opened by key universities at the master's level of marketing majors, and it was not until 2003 that Fudan University first opened its marketing majors at the undergraduate level, and then domestic universities began to offer marketing majors [5]. Although the IMC curriculum is becoming more and more popular in Chinese universities, it has not been able to keep up with the development of the times in general. This article will explore the IMC curriculum teaching reform based on the understanding of the profound connotation of IMC theory based on the ARCS model.

## 2. Common problems in the teaching of IMC courses

### 2.1 Lack of innovation in course teaching concepts

The lack of innovation in the teaching concepts of IMC courses for marketing majors in domestic colleges and universities is due to the lack of teachers' own IMC theoretical literacy, failure to insight into the reasons behind the sluggish development of IMC theory and not being recognized by the industry, and no immediate concern about the development of science and technology for the

development of IMC theory. The opportunity brought traditional IMC course teaching generally does simple additive integration and is limited to the level of marketing tools. It rarely involves knowledge points about the development of the times, let alone emphasizes integrated thinking and ability. With the application of artificial intelligence and big data, the marketing environment has undergone tremendous changes. The popularization and application of artificial intelligence and big data technology has effectively enhanced the interaction between brands and consumers, thereby significantly optimizing the communication effect. New media marketing puts more emphasis on personality, experience and participation, which is consistent with the "customer orientation" advocated by modern marketing concepts, and it also means that the contact between brands and consumers can be managed in an all-round way [6]. Brands will become more convenient in marketing and promotion, and database marketing and precision marketing will be fully implemented. Through the processing and analysis of large amounts of user data, brands can accurately grasp what consumers want and require, and it is possible to provide consumers with customized products or services. It also makes it easy to realize the optimization of marketing communication effects. Therefore, IMC course teachers need to have a comprehensive grasp of the knowledge system of marketing courses and the ability to integrate them, especially the deep accumulation of knowledge in the information era, and a deep understanding of the key points of IMC theory-based on customer value, the original to customer orientation relies on the data capabilities of big data to be quantified into customer value, which helps to achieve precise communication and even sales conversion.

In the teaching of IMC courses, teachers should grasp the relationship between important keywords in IMC theory such as the law of development of the times, contact points, customer value, purposeful dialogue, marketing, communication, brand value, brand equity, etc., especially emphasizing science and technology contribution to the thinking and ability of the operation of IMC. The traditional thinking model is based on products, while the core of Internet thinking is user thinking. Whether group buying, crowdsourcing or crowdfunding is actually based on integrated thinking, even cross-border is an application of integrated thinking. It's just that group buying integrates users with similar needs, and cross-border integration looks like products of different categories, but the reason for integration is because their respective user groups have certain common characteristics, so in essence, the final integration the ones are still users. So, how can we find valuable users and target them for effective dissemination? Big data can help brands find all important consumer touchpoints, and the real user experience will also be shared in online communities. Big data technology is like a container full of user reputation, users can enter and exit freely but always there will be traces to follow, and each consumer's purchasing decision will be influenced by others in the container. The factors that affect purchases have become more complex than in the traditional media era. Consumer preferences seem to be more uncertain. The insights of IMC theory to consumers cannot be separated from new technologies. No matter the acquisition, creation or delivery of information, teachers are in the IMC course. The sorting and confirmation of these ideas in the teaching will help students to understand the close connection between the media and IMC.

## ***2.2 Course teaching content is obviously lagging behind***

At present, the following three types of textbooks are usually selected for the teaching of IMC courses for marketing majors in domestic colleges and universities: One is the original foreign texts, such as the works of Schultz, Duncan, etc., which will have some requirements for students' English ability; the second is the translation, such as Duncan's "Principles of Advertising and Integrated Marketing Communication", Pekton's "Integrated Marketing Communication", etc., are usually translated obscure and rarely combined with actual national conditions. The third is the works of domestic scholars, such as "Integrated Marketing Communication Theory and Practice" edited by Wei Junying, and "Integrated Marketing Communication: Principles and Practice" edited by Li. The number of such textbooks is small and the content is not updated quickly. The most authoritative and cutting-edge IMC theoretical results from abroad, such as Schultz's "Integrated Marketing Communication: Five Key Steps to Create Enterprise Value" and "Kellogg's Theory on Integrated Marketing", the core content of which is rarely integrated into the works of domestic scholars, leading to IMC courses. The content design still follows the traditional media integration routines and marketing combination methods. Students generally feel that the IMC course is more like a marketing professional course. Many chapters in the textbook have been learned in other professional courses, so the learning significance of this course is produced confusion, and then affect their enthusiasm for learning.

### ***2.3 Course teaching methods follow the old fashioned***

IMC courses for marketing majors in domestic colleges and universities are usually offered at the senior level of undergraduates or postgraduates, because the structure of the teaching content system is complex, and there are more related theoretical knowledge involved, involving public relations, advertising planning, public relations planning, new media communication, public relations psychology, marketing and other professional pre-requisite courses. The user thinking embodied in artificial intelligence and big data technology coincides with the user orientation emphasized by IMC theory, indicating that IMC course teaching needs to integrate user thinking throughout, but in reality, many IMC course teachers fail to understand the new media's insight into IMC theory. Importance, this is because when IMC theory was put forward, new media has not yet been widely used, and the era of big data analysis still has certain limitations, making IMC theory not very practical or even persuasive, and many good ideas lack effective tools. To be implemented, it is not until the development of science and technology that IMC theory development opportunity and innovation space are ushered.

## **3. Innovative practice of IMC course teaching**

### ***3.1 Innovative course teaching concept***

Innovate the teaching concept of IMC courses and realize the integration of IMC elements and processes. Relying on the ARCS motivation design model and making full use of the science and technology platform, most of the traditional IMC courses are classified as the media part, but the latest theoretical achievements of IMC attach great importance and recognition to the new media. All elements of IMC business process and the links are inseparable from the application of science and technology. The data required for consumer insights and activity evaluations are mainly derived from user behavior information on big data. The source of creative ideas also comes from the sharing and interaction of consumer experience on social platforms. Communication and interaction between target consumer groups also requires the use of science and technology. IMC uses science and technology as its soul to realize the integration of elements and processes, and to realize sales conversion with precise communication.

### ***3.2 Enrich the teaching content of the course***

When designing teaching activities, teachers should pay attention to the difficulty of the activities, follow the principle of step by step from easy to difficult, and at the same time give students help when they encounter difficulties. Enrich the teaching content of the courses and integrate the cutting-edge research results of the international with the local market. The mainstream domestic IMC course textbooks have not yet taken into account the content of the two. The IMC course teaching is mainly based on the IMC five-step business process as a clue to organically intersperse and integrate the teaching content. The most important thing is to insert the touch point content into the first IMC process. It is explained in three steps, that is, after finding a valuable target consumer group and analyzing and evaluating its basic value, then combing and analyzing a series of interactions or contact points between such groups and the brand. Through such reforms and innovations, the structure of the IMC course teaching content is clearer and clearer than before, making it easier for marketing students to understand the obscure and difficult IMC theories, and have a preliminary grasp of IMC business processes and methods, so as to have the necessary strategies for future marketers sexual integration of thinking and ability.

### ***3.3 Focus on the learning of IMC's strategic integration capabilities***

What kind of teaching method is used in the IMC course needs to be considered in combination with the characteristics of its teaching content. The difficulty of IMC theory requires students to dare to practice on the basis of in-depth understanding. Therefore, IMC course teaching focuses on strategic integration ability training, case studies teaching and project operations feed back each other. In order to improve the effectiveness of course teaching, the construction of the IMC course teaching case library needs to be accelerated, because at this stage the level of IMC theory application at home and abroad is still low, and there are too few successful cases suitable for marketing professional teaching, which has seriously affected the teaching effect of IMC courses. Heuristic teaching thinking and methods are very suitable for application in IMC course teaching. Combining the existing academic

foundation of students, guide them to preview the course and ask questions before each class 3~5 students form a course study group, first through mutual questioning mutual answers strive to solve problems or reach consensus within the group, and then in class, the group leader will interact and discuss with the teacher on behalf of the group. After being inspired by the teacher, return to the group and discuss with all members until the problem is solved. This teaching method has fully mobilized students' interest and enthusiasm in learning IMC courses, also embodies group wisdom thinking, and exercises students' ability of analysis, discussion and problem-solving.

#### 4. Conclusion

This article explores the innovative practice of integrated marketing communication courses based on the principle of "ARCS Motivation Design Model". The IMC course teaching reform helps to construct the integrated thinking and ability of marketing majors, so that they can truly understand user experience and brand relationships, the practical significance of evaluation indicators such as, customer value, etc., to marketing conversion, so that when you become a marketer in the future, you will be conscious and able to meet the urgent needs of brand owners for sales conversion. The ARCS motivation design model can effectively guide teaching practice and has strong operability and applicability. However, it should be noted that Keller himself once proposed that this model is not a "prescription" for all diseases, but a heuristic guidance, teachers should not copy all motivation strategies in the actual teaching process, but should combine the actual teaching content to make choices, so as to truly stimulate students' learning motivation and effectively improve the quality of classroom teaching.

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