

A Study on The Teaching Method of Team Teaching in Academia and Industry for The Innovation of Advertising and Public Relations Department Convergence Education

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광고홍보학과 융합교육 혁신을 위한 학계와 업계의 팀티칭 교수법에 관한 연구

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Abstract In the era of the 4th Industrial Revolution, complex problems of the advertising and PR industry ecosystem, which have become more complex than in the past, are raised, and the necessity and importance of convergence education is being demanded. In this study, the usefulness and implementation plan of the team teaching method for revitalization of convergence education were studied by conducting in-depth interviews with experts in academia and practice expert. The results of this study summarized that it is appropriate to introduce a team teaching method in which academia and industry jointly participate in the curriculum of the Department of Advertising and PR. It was found to be a meaningful educational method aimed at nurturing students with problem-solving ability. This study proposed a new industry-academic cooperation model as an exploratory study of advertising and PR department and team teaching education.

Key Words : Advertising and Public Relations Department Curriculum, Convergence Education, Team Teaching Method, Industry-University Cooperation, 4th Industrial Revolution

요약 4차 산업혁명시대를 맞이하여 과거보다 복잡해진 광고홍보산업 생태계의 복합적인 문제들이 제기되면서, 융합교육의 필요성과 중요성이 요구되고 있다. 본 연구는 학계와 업계의 팀티칭 교수법을 통한 융합교육과 관련된 문헌연구와 광고홍보 학계와 산업계 전문가를 대상으로 한 심층인터뷰를 실시하여 융합교육 활성화를 위한 팀티칭 교수법의 유용성과 실행방안을 연구하였다. 연구결과, 광고홍보학과 교과과정에서 학계와 업계가 공동으로 참여하는 팀티칭 방법의 도입은 적절하며, 학계와 업계의 두 명 이상의 교육자가 공동으로 교육 프로그램을 진행하는 팀티칭은 이론과 실무를 융합한 문제해결 능력 역량을 갖춘 학생 양성에 목적을 두고 있는 의미 있는 교육방법이 될 것으로 나타났다. 본 연구는 광고홍보학과 팀티칭 교육의 탐색적 연구로 새로운 산학협동 모델을 제안하였으며, 향후 학계와 업계에서 지속적인 연구가 필요할 것으로 기대된다.

주제어 : 광고홍보학과 교과과정, 융합교육, 팀티칭 교수법, 산학협동, 4차 산업혁명

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1. Introduction

In the era of the 4th industrial revolution, the first goal of university education in advertising and public relations is to nurture human resources necessary for the advertising and public relations industry. Advertising and public relations education defines the human resources required in the era of the 4th industrial revolution, and innovation is necessary with education methods that match it. Suitable talents in the era of the 4th industrial revolution include convergence ability, creativity, problem-solving ability, communication ability, critical thinking, multicultural competency, emotional intelligence, cooperation ability, analysis ability, etc [1].

The curriculum and teaching methods of the department of advertising and PR at Korean universities are developing convergence subjects that go beyond the barriers of interdisciplinary majors, and they are not quickly adapting to convergence education such as developing team teaching between academia and industry. It is a sad reality that student-centered convergence education and team teaching are not being activated due to the prevailing self-interest in majors without clearly defining the concept of convergence education, team teaching method, and talent nurturing plan. In order for university education to take center stage in convergence education using team teaching between academia and industry, a teaching method based on the demands of industry and students is required.

In order to nurture excellent manpower to respond to future social changes, university education should focus on nurturing convergence talents who approach industrial projects from an integrated perspective and suggest creative solutions. Based on this need, this study conducted a literature study related to convergence education through team teaching in academia and

industry and in-depth interviews with executives in the advertising and public relations industry to conduct an in-depth interview with the usefulness and implementation plan of the team teaching method for revitalizing convergence education.

The team teaching method, in which academia and industry work together to operate the curriculum, and academia and industry jointly participate in PBL classes that meet the needs of industry and students, will greatly contribute to enhancing students' creative and convergence problem-solving capabilities.

This study established three research questions and conducted in-depth interviews with experts from academia and industry. Research question 1 investigated whether the advertising and PR department needs team teaching education and what obstacles and preparations are needed in the implementation of the team teaching method. Research question 2 was about how to divide the roles of academia and industry in order to implement a successful team teaching method. Research question 3 investigated the will of academics and industry to support the team teaching method and their opinions on innovative educational methods and program development.

This study provides basic data necessary for the success of the convergence education team teaching method between academia and industry, setting the educational philosophy and educational goals, collaboration and role sharing among team teaching members, the demands of students and industry, convergence education, and PBL project selection.

2. Literature Review

2.1 The Necessity of Industry-Academic Cooperation in the Advertising and PR Industry

The intelligent information technology of the 4th industrial revolution is bringing innovation in all industries and is leading to innovation in occupations by combining with business models in various fields. While it is expected that new jobs will be created as a result of this, there are also pessimistic projections that a significant number of jobs will disappear, resulting in increased unemployment and increased income inequality [2,3]. Looking at the changes in job duties due to technological development in the United States, jobs requiring creative communication and unstructured problem solving have steadily increased since 1960, and repetitive or physically demanding jobs have shown a decreasing trend.

Job changes due to technological development are also very important in the advertising and public relations industry. This is because the advertising and public relations industry is one of the fastest-changing jobs that require convergence and creative ideas with a large number of jobs related to creative communication.

The prospect of how the advertising industry in the new media field will change is still being debated. Although online advertising has been recognized as a new form of effectiveness, and advertisers are gradually increasing the advertisements, it is still insufficient compared to the average amount of time users spend on the online and mobile. In this situation, there is an urgent need for a new advertising and PR talent with creative and convergence abilities.

It is very important to review how the advertising industry will change in the new media environment. This is because the change in the media usage method according to the integrated platform will inevitably change the access to and consumption of advertisements and also affect the content business [4].

As digital, online, and mobile have emerged as the mainstream over traditional media such as TV, newspapers, radio, and magazines, the new image of talent that the advertising industry wants is also changing. The transition to smart media and the resulting change in the production environment is a new trend, and as it is evolving into an unavoidable area, it is expected that related talents will be continuously needed and will be the subject of interest [5].

Searching for alternatives for nurturing manpower is also important for the survival of the advertising industry in response to changes in the media environment. Recently, universities are taking a method of educating both theory and practice in order to nurture the manpower necessary for the digital market. However, the curriculum and teaching methods of the department of advertising and PR in Korean universities are developing convergence and complex subjects that go beyond the barriers of interdisciplinary majors, and they are not quickly adapting to convergence education such as team teaching development between academia and industry. It is a sad reality that student-centered convergence education and team teaching are not being activated due to the prevailing self-interest in majors without clearly defining the concept of convergence education, team teaching method, and talent nurturing plan. Therefore, in order for university education to focus on convergence and complex education using team teaching between academia and industry, a teaching method based on the demands of the industry and students is required.

A number of domestic universities have recognized the importance of industry-university cooperation and team teaching for more than 10 years, and have significantly strengthened the

PBL subject to improve students' problem-solving ability.

In the case of the department of advertising and PR, a number of full-time professors are making efforts to improve students' practical skills by applying industrial projects to class subjects. Advertising and PR is an academic field with higher practical characteristics than other academic fields, and education has been conducted for a long time in the direction of improving practical ability and problem-solving ability through project-based learning.

2.2. Team Teaching Education to Nurture Professional Manpower in Advertising and PR in the Era of the 4th Industrial Revolution

The rapid technological change represented by the 4th industrial revolution is causing changes not only in industry but also in the overall structure of society [6]. The field of education is no exception, and universities are constantly being asked for changes in the role of professors, teaching methods, and contents of education [7,8].

There can be various types of university education to nurture creative and convergent talents suitable for the era of the 4th industrial revolution. Among them, team teaching education has recently been attracting attention as a university curriculum because it can help to enhance the understanding of convergence studies and enhance the abilities of learners [9]. Team teaching is an experiential method for activating convergence education a little more in the capstone design education method. Team teaching is where two or more professors jointly plan, operate, and evaluate classes in order to provide high-quality classes to the same or a diverse group of

students [10]. Team teaching is defined as the planning, teaching, and evaluation by a team of experts by integrating multiple open education as a means to help broaden the options open to instructors and students [11].

Since the 1990s, as an interdisciplinary approach or integrated education has been emphasized, it has been attracting attention in Korea as an integrated approach of the curriculum, an interdisciplinary program linking various subjects, and a teaching method for convergence education [3,9]. In the early days of introduction, team teaching was mainly recognized as a method of teaching the same group of learners together by several instructors [12-14].

The biggest advantage of team teaching is that several people can participate in one task or research together to increase the flexibility of in-depth research on the major field and convergence activities with other major fields [12]. Professors and students can create their own interest and motivation for learning by designing, systematically operating, and evaluating classes together. Since it is an activity in which several people participate in team teaching, problems may arise if there is a lack of common understanding or mutual cooperation, but this has the advantage that it can be solved through sufficient cooperation between experts and professors in each field [3,13]. Academia and industry work together to operate the curriculum, and in classes that meet the needs of industry and students, team teaching can greatly contribute to enhancing students' creative and convergent problem-solving capabilities.

Team teaching can be helpful for convergence education, including the advantage of planning and operating an advertisement and PR curriculum in collaboration with experts in various major fields and industries. However,

unexpected problems may arise if team teaching is operated without systematic preparation. Therefore, in order to nurture creative and convergence talents in the era of the 4th industrial revolution, an education method that can develop school uniforms through mutual cooperation and solve the problem of team teaching will be needed.

3. Research Method

The level of awareness and knowledge about team teaching through convergence education between advertising and public relations academia and industry is relatively low. For this reason, the use of a qualitative research method using subjects with a relatively small number of subjects, but with a high level of awareness and knowledge about the research problem, is more likely to increase the reliability and validity of the research results than the survey method using a large number of subjects [15]. This study conducted a focus group study, which is mainly used in research in fields with high practical characteristics, such as the advertising and public relations industry, in order to study the team teaching method of academia and industry for the activation of convergence education and advertising public relations in the era of the 4th industrial revolution.

3.1 Selection of Participants

In this study, a practitioner with in-depth knowledge and experience about the research purpose and research problem is recommended by requesting faculty and advertising agencies with team teaching experience in the advertising and public relations academia, and secondarily, the actual work of the recommended practitioners. The depth interview participants were finally selected in consideration of external

activities, seminar presentations, and intention to participate in in-depth interviews.

The academia selected three researchers from among the professors of the department of advertising and PR in the domestic metropolitan area and regions who were highly interested in team-teaching education. The industry has commissioned the top 10 domestic advertising agencies and digital advertising agencies to give lectures or special lectures at least once in the past 10 years among working-level staff with in-depth knowledge and experience on the research objectives and research issues of team teaching and industry-university collaboration. After receiving a recommendation from an expert, three survey participants were finally selected by referring to their actual work, activities, and seminar presentation materials.

Convergence education between academia and industry by conducting focused group interviews for a total of 6 people including 3 from advertising and public relations academia and 3 from industry.

Table 1. Participants in FG

| Group | Participant Number | Age | Gender | Division | Position |
|-----------------------|--------------------|-----|--------|-------------------------------------|---------------------|
| Group 1 (Academia) | Group 1-1 | 55 | M | University in the metropolitan area | Professor |
| | Group1-2 | 52 | F | University in the metropolitan area | Professor |
| | Group1-3 | 48 | M | University in local area | Associate professor |
| Group 2 (Industry) | Group 2-1 | 48 | F | Full advertising agency | Director |
| | Group2-2 | 52 | M | Full advertising agency | Director |
| | Group2-3 | 39 | F | Digital advertising agency | Director |

3.2 Data Collection Methods and Research Questions

In order to collect data from the participants on the research question, a focus group interview was conducted twice at a

general advertising agency located in Seoul in April 2021 with six participants into three per groups. The survey contents were delivered to the participants two weeks before the in-depth interview, so that the participants had sufficient time to prepare. The in-depth interview was conducted directly by the researcher, and the interview time for each group was from 1 hour to 1 hour and 30 minutes. The questions to collect data in the in-depth focus interview consisted of the following three research questions.

Research question 1: In the era of the 4th industrial revolution, the degree of agreement on the necessity of team teaching education in which academia and industry jointly participate in the advertising and PR department education of universities and team teaching has been achieved in order to nurture the talents needed by the industry. What are the obstacles that cannot be overcome, and what should the academia and industry prepare for effective team teaching?

Research question 2: How should the roles of academia and industry be divided in team teaching education in which academia and industry jointly participate in the advertising and PR department education of universities to nurture talents needed by the industry in the era of the 4th industrial revolution?

Research Question 3: If joint team teaching between the advertising and PR academia and industry is introduced in university education, are the academics and industry willing to actively support it? What kind of innovative change is required for the team teaching education method?

4. Results

According to the research question and research method, all six participants in the depth interview presented 42 topics. Although similar opinions were presented depending on the affiliation of academia and industry, a number of different opinions were also presented.

It was found that similar opinions and different opinions were presented depending on the field of advertising academia and industry. It is interpreted as the result of the fact that there is no firmly established opinion on the educational innovation plan in the advertising and public relations department centered on the team teaching method in academia and industry for the vitalization of convergence education that the experts in the survey.

This paper has decided to propose the meaningful contents among the contents presented by the survey participants on the subject of three research questions as they are in the research results section. In addition, only the most significant contents of similar or overlapping responses among the survey participants were presented in the research results section. Participants' opinions on the three research questions are summarized as follows.

4.1 Results of Research Question 1

Research question 1 investigated whether the advertising and PR department needs team teaching education and what obstacles and preparations are needed in the implementation of the team teaching method.

As the importance of convergence education increases in the era of the 4th industrial revolution, some universities in

Korea are already conducting team teaching or convergence classes between departments. In the case of the department of advertising and PR due to the nature of the study, team teaching is considered a desirable method for student education (G1-2).

With the development of digital media, the advertising industry is undergoing major changes. University professors over the age of 50 are making great efforts to find appropriate educational methods in the digital age, but there are limits to practically educating students. As most companies that implement digital advertising change their advertising goals from branding to performance, the content of university education must also change, so the need for convergence education is increasing. I fully agree with team teaching where academia and industry prepare together and actually participate in training (G1-3).

For team teaching conducted jointly by academia and industry, academia and industry must participate in the entire process, from curriculum planning in the advertising and public relations department to the selection of instructors. However, the reality of education in Korea is based on the curriculum made by universities, and those from the industry simply participate in lectures. Although some universities are conducting joint programs with the industry, it is insufficient to call it convergence education. It is necessary in academia to gather opinions from the industry with an open mind, to decide the curriculum according to the reality of the university, and to cooperate for team teaching (G2-1).

A real problem for the industry is that they are too busy with their work, limiting their participation in university education. In the era of traditional media, the work of an advertising agency was somewhat slower than it is now, so it was possible to attend lectures about one day a week. However, recently, the flow of work is moving quickly, and it

is difficult for the company to give permission to attend lectures. In my opinion, if education takes place in the field rather than in schools, there seems to be a possibility. If education is provided by an advertising agency, there will be more opportunities for students to be educated on real problems of companies with a high sense of presence, and it seems that working-level staff will be able to participate in lectures more easily (G2-2).

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4.2 Results of Research Question 2

Research question 2 was about how to divide the roles of academia and industry in order to implement a successful team teaching method.

The division of roles and coordination between academia and industry is very important. There are clear areas where academia can do well and areas where industry can do well in the department of advertising and PR curriculum. The theoretical foundation of advertising and public relations is provided by academia, while practical content and practical problems in the field can be well taught by industry to students (G1-1).

If team teaching in academia and industry is introduced, I think that the appropriate subject should be selected first. The department of advertising and PR curriculum consists of various subjects such as Advertising Basics, Advertising Planning and Strategy, Advertising Creativity,

Advertising Media, and Digital Advertising. Among these subjects, creative advertising, advertising planning and strategy, and digital advertising are suitable as team teaching subjects (G1-2).

Currently, the department of advertising and PR in Korea consists of academics who are pure and academic and professors from the industry who come from the industry and understand the field of advertising and public relations to some extent. Many professors from the industry have entered provincial universities with the recent emphasis on industry-university cooperation in universities. I think the role of professors from the industry is important in coordinating the division of roles for team teaching in academia and industry. They have practical skills as well as theoretical knowledge, and are well aware of the current state of the industry (G1-3).

In order for academia and industry team teaching through industry-university cooperation to create synergistic effects in student education, it is necessary for the industry to participate in the entire process to organize the curriculum and lecture contents. If the working group simply participates in the curriculum created by the professors, there may be limitations in conducting classes that utilize the strengths of the working group. In the era of the 4th industrial revolution, if academia and industry together consider what is needed to nurture manpower required by the industry, and team teaching is carried out based on this, it will be helpful in nurturing excellent manpower (G2-2).

The department of advertising and PR is a department with very high practical characteristics, and it is also worth considering the idea of forming a faculty of top experts with extensive practical experience in the industry. It seems that there will be some difficulties due to the characteristics of the university, but I think

that in order to create the world's best convergence education program, the composition of professors must be innovative (G2-3).

4.3 Results of Research Question 3

Research question 3 investigated the will of academics and industry to support the team teaching method and their opinions on innovative educational methods and program development.

Universities are willing to actively support industry-university cooperation and team teaching. To this end, universities must reorganize their curriculum, adjust the credit system to match team teaching, and supplement facilities (G1-1).

The introduction of the team teaching system will lead to innovative changes in the advertising and PR education. It is a change from the theoretical and basic curriculum to practical and project-based classes. We believe that these changes are not just changes, but innovative changes in the education system. The goal of nurturing talent that the department wants to produce is completely different. I believe that the team teaching system must be implemented to nurture talents with high convergence, creative, and problem-solving abilities required in the era of the 4th industrial revolution (G1-2).

In order for team teaching from academia and industry to be helpful in educating students, it is necessary to create conditions for classes to take place in the field. If the class is conducted in a company, working-level staff participating in the industry can provide a more realistic education to students with the cooperation of the advertising agency, and the advertising agency can shorten the preparation period for field use when hiring them as new

employees (G1-3).

In order for the team teaching system in academia and industry to become active, the role of schools is important, but it must also be accompanied by the willingness and support of companies to actively participate. In science and engineering, Samsung and Hyundai Motors are actively supporting the department of semiconductor system engineering and the department of future automotive engineering, and ultimately, these departments organize curriculum to nurture talents required by the supporting companies and hire professors with rich practical experience. The department of advertising and PR also believes that the best advertising agencies in Korea need to benchmark the industry-industrial cooperative departments of science and engineering (G2-1).

Advertising agencies are going through a lot of changes these days. Unlike when I joined the company, new technologies are driving changes in the industry now, and there is something new every day. It takes a lot of effort and time investment to adapt to the digital environment. However, I have heard that university education has not yet deviated much from the traditional media-based advertising and public relations curriculum. Education should be provided so that students can experience the advertising industry in the era of the 4th industrial revolution, such as digital, performance marketing, global, and real-time bidding (G2-2).

When I advertise, I talk a lot about differentiation. Differentiation from other companies is an important concept in advertising. I think the same goes for advertising education. Differentiated education according to the characteristics of each university is urgently needed. The education of

universities located in the metropolitan area and those located in provincial areas must be differentiated. Universities located in the metropolitan area with high potential for team teaching in academia and industry aim to nurture convergence talents, creative talents, and problem-solving talents (G 2-3).

5. Conclusion

This study investigated the usefulness and implementation plan of the team teaching method by conducting a literature study related to convergence education through team teaching in academia and industry and conducting in-depth interviews with university professors and advertising and public relations experts to foster excellent human resources.

Creative convergence talent is a person who analyzes complex problems that arise in the advertising and public relations industry and creates solutions to problems. In the era of the 4th industrial revolution, advertising and public relations education requires innovation in curriculum and career education, but a team teaching method in which academia and industry jointly participate in education is required. Team teaching is an innovative educational method to nurture talents with creativity, convergence ability, and problem-solving ability as an active method for nurturing human resources required in the industry.

The results of this study are summarized as follows. First, it is appropriate to introduce a team teaching method in which academia and industry jointly participate in the education method of the department of advertising and PR to nurture talents suitable for the era of the 4th industrial revolution. In order for team teaching to operate effectively,

academia and industry need to cooperate so that problems from the field can be included in the curriculum by participating in the entire process from the beginning of the curriculum. The current obstacles to team teaching are the lack of preparation at the university and the uncertainty of the industry's intention to participate. In order for practice-based team teaching to take place, the university's facilities must be supplemented with the help of the industry.

Second, the division of roles and coordination between academia and industry is very important. This division of roles could be easily resolved, as it is clear what academia can do well and what industry can do well.

Third, team teaching in which academia and industry participate is an innovative change in advertising and public relations education. In order to activate the team teaching system in which academia and industry jointly participate, the role of schools is important, but it must also be accompanied by the will and support of companies to actively participate. In the meantime, the change from education centered on theory and basics to classes centered on practical projects is suitable for nurturing talents needed by the industry with creative, convergence, and problem-solving abilities.

As a part of solving the huge task of convergence and nurturing future talents, this study tried to propose an empirical application plan for the introduction of the team teaching method to the department of advertising and PR. However, this study analyzed the research problem using a qualitative research method targeting expert interviews, and it has several limitations.

First, this study presented a plan to utilize the team teaching method targeting the

advertising and PR department among the humanities and social sciences, which are not yet actively conducted. In future research, it is hoped that a comparative analysis study will be conducted on the team teaching method suitable for various departments such as medicine, engineering, and humanities. Second, this study adopted a qualitative research method through expert interview for the purpose of presenting the overall status and improvement plan for the team teaching method of the department of advertising and PR. In future research, quantitative research to increase the reliability and validity of the research results should be carried out in parallel. Third, in selecting participants, it is desirable to include diverse fields of advertising and PR such as such as personnel, planning, creative, and media.

There is a limit to presenting the teaching method of team teaching in academia and industry for revitalizing convergence education as an educational innovation plan for the department of advertising and PR in the era of the 4th industrial revolution with one thesis.

The opinions of experts presented in this paper are a subject that will be continuously discussed in academia and industry in the future. Despite these limitations, this study is expected to explore the next stage of research in that it explores innovative ways of advertising and public relations education and proposes a new industry-university cooperation model. It is hoped that the future research includes more systematic research reflecting these limitations and improvements.

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