

A Comparative Study on the Historical Development of Advertising Education in China and Thailand

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Abstracts

This article uses Beredi (George Z.F. Bereday) The comparative research method analyzes the historical development of advertising education in China and Thailand, and compares the similarities and differences in the establishment time, professional scale, subject attributes, and curriculum changes of advertising majors in the development process of advertising education in the two countries. It is found that in the early stage of advertising education in the two countries, we draw lessons from the advertising education method in the United States, and the development of journalism is closely related to news communication. The time points in the four stages of the development of advertising education in the two countries are similar. There are also some differences in the development process of advertising education in the two countries. For example, the academic achievements of early advertising education in China are relatively rich, while the cooperation between advertising education and industry in Thailand is even earlier.

Keywords: China; Thailand; advertising education; Comparative research

Introduction

With the transformation of the advertising industry, the advertising environment has been transformed from a single media platform to a three-dimensional media environment of multiple media integration. Advertising professional education is facing the transformation background of multiple factors (Li Detuan, 2018). Although most of the advertising majors in Chinese universities is aimed at cultivating application-oriented talents. Led by strong professional skills (Huang Shengming, 2011), but the local universities have relatively scarce resources, and the skills of teaching have a lag (Li Detuan, 2018). Says particular stress on the theory of education training way, lead to students to practice, although this kind of training to support the past decades of advertising industry talent demand, also for the advertising industry to cultivate a large number of high quality talents, but with the change of the social environment and talent training concept, and the urgency of talent demand, the school students and social needs of advertising talent appeared, school training students are difficult to effectively with industry. The advertising industry does not recognize the professional ability of advertising graduates, which reflects that the advertising education in universities is not professional enough, and the competitiveness of graduates is not obvious. This has become a bottleneck restricting the development of China's advertising industry (Wu Hong, 2009).

In addition, some colleges and universities have a tendency to be eager for quick success and instant benefits, and the establishment of majors lacks sufficient thinking, and some colleges and universities have set up advertising majors in a hurry (Liao Bingyi, 2014). Some problems, such as unreasonable curriculum, weak teachers, and unsuitable social needs, have

caused the confusion of some college teachers and students, and affected the training quality of advertising talents (Pei Changshan, 2010). If in the past, the growth of "quantity" of advertising specialty in China, now more attention should be paid to the improvement of "quality" (Liao Bingyi, 2014).

Thai advertising has become a focus of our attention in recent years, which is not an accidental factor. In addition to the diversification of information access channels and platforms, what is more important is the high level of production and creativity of Thai advertising. Since the 1990s, Thailand's advertising works have won many awards in various international advertising festivals, and it has won international recognition for its unexpected situational creativity and international production level. Several famous international advertising festivals in the world are the International Advertising Festival in Cannes, France, D & AD Advertising Award in Britain, Golden Pencil Advertising Award in the United States, Creo International Advertising Festival, London International Advertising Festival and so on (Sun Jing, 2011). Thai advertisers have become regular users in major advertising awards around the world (Huang Chufei, 2018). In 2017, Campaign Brief Asia released the 2017 List of the most creative agents in Asia, and Japan topped the list with the most creative awards, while Thailand ranked second after Japan. It can be seen that in Asia and even around the world, Thai advertising has been quite influential.

The high quality of Thai advertising works is closely related to Thai advertising education. In the early days of advertising development in Thailand, the mainstream advertising companies were mostly multinational companies. Subsequently, advertising companies gradually localized, and the advertising talent education of Thai universities laid a solid foundation for the localization of multinational companies in Thailand (Huang Chufei, 2018). A survey of Thai public relations practitioners found that most of the practitioners surveyed had college degrees, many Thai universities gained media popularity, and thousands of gaokao students chose their preferred majors such as advertising and public relations (Ekachai & Komolsevin, 1998). Because the employees of Thai advertising companies have a high educational level, a good grasp of advertising theory, and a good understanding of the market environment and consumer behavior, so the advertising works created are highly creative. (Liu Zhen, 2006).

China and Thailand have many similarities, with a certain comparability. Both countries are developing countries, both located in Asia, and Thailand is also deeply influenced by Confucian culture (Li Fangying, 2000). This paper tries to compare the similarities and differences between the two countries by combing the development process of advertising education in the two countries. Provide reference for the future development of Chinese advertising education.

Literature Review

The comparative research on Chinese and foreign advertising education mainly focuses on between China and the United States and China and Japan. Ha Xiaoying et al. (1997) made a comparative study on Chinese-American advertising education as early as the 1990s. Since it was still in the early stage of advertising education at that time, the main content of the research was the subject attribute of advertising and the expectation and evaluation of advertising practitioners on advertising education. Zhou Huaqing (2010) sorted out the characteristics of American education, compared them with the United States from the aspects

of subject ownership, teachers, theoretical system and education methods, and raised the problems of Advertising education in China. The author believes that China and the United States are similar in the general direction of advertising education, and both focus on schools to cultivate advertising talents. However, the advertising education in American universities pays more attention to the cultivation of comprehensive quality and humanistic quality. Guo Guiping and Congratulations (2017) conducted a comparative study on the training methods of Chinese and Japanese advertising talents. The author finds that the cultivation of advertising talent in Japan is very different from that in China. In addition to schools, Japanese advertising companies are also an important platform for talent training. The training of Japanese advertising talents focuses on enterprises, which generally adopts the way of learning while doing, lifelong training and lifelong learning. The article lists the cases of Dentsu company in Japan. It usually takes five stages from new employees to senior managers, and each stage has the corresponding training content and method.

Some scholars also compared the advertising education between Hong Kong and Taiwan and the mainland region. Yangyi and Wan Muchun (2009) focused on the analysis of the historical development, curriculum, practical teaching, teachers and other aspects of advertising education. The author believes that compared with the mainland region, advertising education in Hong Kong and Taiwan has a better level of teachers and a more perfect setting of practical teaching, such as the graduation design project (honor project) of Hong Kong Baptist University. The program requires students to design a set of advertising plans for companies as a team and to graduate after the plan is passed. This practice can further strengthen the students' practical ability.

Advertising education in Thailand was deeply influenced by the United States and began to develop in the 1930s. At present, from the perspective of the concept of advertising alone, the academic circle has paid more attention to the advertising industry in Thailand, including different media, different creative means, different products and so on. For example, Euapuephan and Tada-amnuaychai (2023) compared the differences in the advertising effect of the two platforms by observing the advertising participation of beauty products on the Facebook and Instagram platforms. Thanitthanakorn and Kruacharee (2011) conducted a questionnaire survey of 400 consumers who used public transportation to work in Bangkok, studying the relationship between attitudes and exposure of bus shelter advertising media and consumers' purchasing decisions. As for the creative techniques of advertising, Bualuay (2019) adopted qualitative text analysis method to study 22 film advertisements of Thailand, aiming to study the effect of narrative techniques in film advertising on the audience. Seemoei et al.(2021) Focus on the persuasion strategy of the advertising title of a female washing brand in Thailand, by collecting the advertising title of the washing brand, summarizing the use of different persuasion strategies in the advertising title. There are also advertising studies on different products. Meesri and Changchenkit (2023) studied the effects of demographics and advertising on consumers buying facial skincare products in the form of questionnaires. Sirasuk (2017) focuses on the advertising effect of second-hand car parts sales. The author selects the buyers of second-hand car parts to conduct a questionnaire survey, and compares the difference between the advertising effect of online media and offline media.

Advertising education research in Thailand also discusses some scholars from different angles, such as Senarak (2004) through literature and interview, system deeply studied the development of the course of Thailand advertising education, analyzes the factors affecting the development of Thai advertising education, and judge the development trend of Thai

advertising education in the future. Panich et al.(2021) studied the expectations of advertising and public relations courses in the new era through a combination of quantitative and qualitative methods. And put forward some suggestions on the curriculum setting of each section of the course.

The research on advertising education in Thailand is more from the category of communication art education, and the research focuses on the quality of the curriculum. Rinrattanakorn (2019) In order to verify whether the communication art course is consistent with the current development situation, knowledge needs and new educational concepts in the era of social media, a focus group interview of 40 people and a questionnaire survey of 600 people were conducted in Chunwu to understand the public's views on the revised communication art course. Makesrithongkum et al.(2021) focus on improving the quality and effectiveness of the digital age course, the author first learn from foreign universities and Thailand domestic quality university course content formulated the digital age communication art courses, and through the quantitative analysis of the course in the rationality of the digital age and consistency to study the quality of the digital age communication art course. There are also topics from the perspective of course quality. For example, Chansong (2017) studied the Bachelor of Arts program (Roi Et Rajabhat University) by using questionnaire survey to study the effectiveness of the course, the factors affecting learning and the methods to improve the course. Eventually, the quality of the communication arts course was assessed. Punpong and Prakongjai (2020) conducted questionnaires of teachers, students, graduates and employers around the Communication Arts program of Royal University (Pibulsongkram Rajabhat University) to understand the impact of the revised course on students.

Research Objective

By comparing the historical nodes in China and Thailand in the development process of advertising education, this paper analyzes the similarities and differences between China and Thailand in the process of advertising talent training. Discover the advantages and highlights in the development process of advertising education in Thailand. Learn from the excellent practices of Thai advertising education to provide reference for the development of advertising education in China.

Research Method

Comparative research method is an important method in this study and the main method throughout the research process. In this paper, Beredi (George Z.F. Bereday) Comparative study method. The comparative research method proposed by Beredi is divided into four stages: description, interpretation, juxtaposition and comparison. The task of description is to describe the educational systems and educational practices of various countries. The task of explanation is to explain the educational situation, in order to understand how things are, and why things are. The parallel task is to arrange the materials of the countries to be compared in a comparable form to further analyze the data. The task of comparison is to conduct a comprehensive comparative study of the listed data, to verify the proposed hypotheses, and to draw certain conclusions (Wang Chengxu and Gu Mingyuan, 2015).

This study summarizes the historical development of advertising education in China and Thailand, collecting and compares the similarities and differences in the development of advertising education in China and Thailand, hoping to provide reference for the development

of advertising education in China. The specific implementation steps of the comparative study method are described as follows:

Description and interpretation

Collect and read relevant materials during the development of advertising education in universities in China and Thailand. Changes in time, specialty size, subject attributes and description of course content in China and Thailand. Information comes from official information, relevant decrees, relevant papers and journals from both countries. By describing the time, professional scale, subject attribute and course content changes of professional construction in China and Thailand, the development and connotation of advertising education in the two countries are further explained.

juxtaposition and comparison

The data obtained will be systematically organized, presenting the relevant situation in the process of advertising education in universities in China and Thailand, and comparing the differences in the development process of advertising education between the two countries, in order to provide reference for the development and construction of advertising education in China in the future.

5、Comparative analysis of the historical development of advertising education in China and Thailand

There are many similarities between China and Thailand in the development process of advertising education, but there are many differences. Both countries have roughly experienced four stages in their historical development process, and the two countries have similar time points at each stage. In contrast, China had more academic achievements in the field of advertising in the early stage, while Thailand cooperated with the industry earlier.

5.1 The Development course of Advertising education in China

China's advertising education from the early 20th century to the present, has generally experienced four periods. Although the development of advertising education in China has experienced some twists and turns, the development of advertising education in China has cultivated a large number of advertising talents for China's advertising industry.

5.1.1 The prototype of Advertising education in China

Advertising education in China developed in the 1920s, when advertising courses began to be offered in some universities, but at that time, advertising was not an independent discipline, but only as a part of journalism. In 1918, the Journalism Society founded in China began to take advertising as a research part of journalism. From 1920 to 1925, advertising was a course in several universities, but was limited to the study of newspaper advertising (Chen Peiai, 2002). Because China's early advertising education in China is not a system, lack of independence, it is only a part of other professional education, so it is not advertising education in a strict sense. The official start of advertising education in colleges and universities began after the reform and opening up (Fan Zhiguo and Li Cuilian, 2012).

5.1.2 Advertising education in China is on the right track

As a part of applied communication, advertising has already entered university classes in developed countries in Europe and the United States. In the 1980s, the introduction of communication science laid the foundation for advertising education in China. While the introduction of communication science into China, advertising education also attracted the attention of China. In 1979, Ding Yunpeng published the article "Correct the name of advertising", which played a positive role in the recovery of China's advertising industry. Although the advertising industry was very vocal for professional education at that time, a

reasonable discipline affiliation was necessary to settle down in the higher education system. Marketing and communication as two university of advertising, in this period, "reproduction", for the birth of Chinese advertising education provides a direct catalyst in 1983, Xiamen university founded China's first advertising talent training into the formal education track (huang water et al, 2008). Subsequently, Beijing Broadcasting Institute and Shenzhen University established advertising majors in 1988 and 1989, respectively, and began to recruit undergraduate students. But until the early 1990s, there were not many Chinese universities offering advertising majors (Fan Zhiguo and Li Cuilian, 2012). The important reason for this phenomenon is that the strong media pattern in China has become the meat eater in the food chain of the advertising industry. The media has the right to speak, which makes advertising companies become vassal, and also causes the creative ideas (Liu Xiang and Ding Junjie, 2018), and the scale of the advertising industry has not opened. Since the market does not have a strong demand for advertising talents, colleges and universities do not have a strong motivation to cultivate advertising talents, so fewer colleges and universities open advertising majors.

5.1.3 The great development period of Advertising education in China

After Deng Xiaoping's southern talk in 1992, China began to reform the media system, and self-employed advertising began to appear (Fan Zhiguo and Li Cuilian, 2012). Media began to undertake advertising business. The media test of advertising business has had a profound impact on the development pace and layout of China's advertising industry (Liu Xianghe and Ding Junjie, 2018). The turnover of China's advertising industry has increased significantly, giving many advertising companies a place to live. The great development of the advertising industry has greatly increased the demand for advertising talents. After the 1990s, the growth rate of advertising education in China is very fast. Jinan University, Jilin University, Lanzhou University and other more and more universities began to set up advertising majors or advertising departments. From the early 1990s to the late 1990s, there were about 90 universities offering advertising majors in China (Fan Zhiguo and Li Cuilian, 2012). Advertising has not only become a popular major, but also presents diversified and in-depth development. The Communication University of China began to recruit its first graduate students in advertising in 1993, and in 2000, it established the first doctor's degree in advertising.

5.1.4 Transformation period of Advertising education in China

Technology has promoted the change of the media environment, and also brought about the transformation of the advertising industry (Li Detuan, 2018). At the same time, China's higher education is also undergoing a transformation. In 2015, the Ministry of Education launched a pilot reform to transform itself into application-oriented universities. The Ministry of Education hopes that through the pilot reform, the talent training in universities can further meet the needs of social and economic development, and cultivate applied and technical talents who can serve the local economy. Data from 2019 show that 300 local colleges and universities across the country have participated in the pilot reform. At the same time, the transformation is also the time of the major reshuffle, and some majors that are not suitable for the transformation are revoked. Due to the obvious application-oriented characteristics of advertising majors, the number of advertising majors was not greatly affected in the process of transformation, but the number of advertising majors in colleges and universities has slowed down significantly (Li Detuan, 2018). Visible, the layout of advertising professional in this period has been basically formed.

In recent years, with the digital reform in all walks of life, cultivating talents in the digital marketing industry has also become a key point to be considered in China's advertising education, and the curriculum of advertising major needs to be adjusted accordingly. Some universities in China take the lead in trying to make further reform in the curriculum. For example, the School of Advertising of Communication University of China took the lead in establishing the major of network and new media and computer advertising, and the Department of Advertising of the School of Journalism and Communication of Peking University introduced the big data advertising platform and intelligent creative tools of cooperative enterprises directly into the classroom.

The transformation of the advertising industry has given us a new explanation of the definition of advertising. The concepts of brand and communication and digital marketing are becoming more and more prominent in the definition of advertising. The transformation of the advertising industry means that the advertising education will also face a transformation, which will directly affect the adjustment of the training objectives, curriculum system, teaching staff, teaching methods and other aspects of the advertising major. In other words, advertising education in colleges and universities needs to rethink the training standards, concepts and means to ensure that it can be compared with the transformation of the industry.

5.2 The Development process of Advertising education in Thailand

Advertising education in Thailand is a branch of the field of communication art education. Communication art education in Thailand began in 1939, when Chulalongkorn University began teaching communication art courses in the College of Arts and Sciences, focusing on newspapers and providing an associate's degree. Faisat University was the first to provide bachelor's degree education in communication art. Later, more and more universities, such as Chiang Mai University, Masilong University, opened communication art education, whose main purpose is to train journalists for the government or enterprises. Because politicians need to form their influence through the media, the early communication art education in Thailand had a strong relationship with politics. Since then, the scope of communication art education has gradually expanded, and advertising has appeared in the courses of communication art education (Senarak, 2004).

Advertising education in Thailand originated from the rise of communication research in Thailand. Senarak (2004) believes that the development of advertising education in Thailand can be divided into four periods: formation period, leap period, prosperity period and modern period.

5.2.1 Formation period of advertising education in Thailand

The 1940s to the 1970s were the formative period of advertising education in Thailand (Senarak, 2004). In the 1930s, the Thai government realized the importance of mass media and introduced relevant policies to promote the construction of Thai national culture and build trust in its leaders through tools such as radio broadcasting and printed media. Chulalongkorn University and Thammasat University began to build courses related to newspapers. Chulalongkorn University eventually became the first university in Thailand to offer a newspaper course in 1939, at a diploma (associate) level.

As can be seen from Table 2, the early advertising teaching was only one course in the newspaper course, which was called "Advertising Theory", one hour a week, and the advertising content accounted for a small proportion of the whole teaching content. This is the origin of advertising education in Thailand.

Table 1 1948-1954 University 1948-1954

the first year		the next year	
foundation course	Thai, English, history and geography, economics, psychology	foundation course	Thai, English, Comparative Literature, Law, Sociology, Political Science
Communication art courses	Newspaper operation	Communication art course	Newspaper operation, advertising theory

Sources: Penpan Senarak, 2004, Development of Advertising Education in Thailand, (master's thesis, Chulalongkorn University). Retrieved from <http://cuir.car.chula.ac.th/handle/123456789/1097>.

Since then, the advertising course in the bachelor's degree program of journalism is designed to study the advertising theory and technology related to mass media, producers, consumers and distributors, which became the starting point for the undergraduate study of advertising, and also a sign of more and more attention to advertising. In 1970, Hothmasat University upgraded the Department of Journalism to an independent school of Journalism and Mass Communication. The advertising course became a part of the study of the independent departments. But there was only one teacher in advertising, and not specialized in advertising research. In 1974, the School of Journalism and Mass Communication at Hoisat University was divided into eight academic departments, one called the Department of Advertising and Public Relations. Advertising education in Faasi University officially began.

But on the whole, advertising education in Thailand has not received widespread attention during this period, and advertising education in most colleges and universities only appeared as a curriculum in other fields. Most people at the time thought that the advertising business was a bad and unreliable one at the time. The School of Communication Arts is also the last one that people will choose to study in (Senarak, 2004).

5.2.2 Jump period of advertising education in Thailand

The 1970s and 1980s was a period of rapid development of advertising education in Thailand, and many events had a significant impact on the field (Senarak, 20 04). Influenced by the Period of the Fourth Education Development Plan (1977-1981), Thailand increasingly emphasized the important role of news communication in promoting political, economic and cultural development in the higher education development plan. And to prioritize education in the field of journalism. This initiative has affected advertising education and the development of communication education related to it (Senarak, 2004).

In addition, since 1976, the members of the Thai Advertising Business Association have gradually increased, and the scale has expanded. The association began working with various educational institutions that provide advertising education to conduct educational activities. By sending the advertising industry personnel to teach in the educational institutions, the association provides assistance in the construction of teachers in the field of advertising education. At the same time, industry teachers can also explore potential students in the teaching process, and recommend relevant jobs for them after graduation.

Another important event of this period was the creation of the TACT Awards (Top Advertising Contest of Thailand Awards) in 1977. The competition, led by teachers from Thammasat University, improves the standards and quality of advertising in Thailand by selecting the best advertising works and publishing the results in the journal. As more and more

advertising companies participate in this competition, excellent advertising cases continue to appear, and the advertising education in Thailand has more advertising cases to use. Teachers' teaching content is no longer limited to textbooks and foreign advertising cases, and students also have a large number of national cases to learn. There was more and more news about advertising or marketing in the media, and the society began to pay more attention to the advertising field. More and more students are watching ads, prompting the education community to compete for the TACT award. The advertising industry is becoming increasingly popular (Senarak, 2004).

During this period, advertising gradually emerged from public relations and became an independent discipline. The concept and goal of advertising education during this period is to cultivate graduates who are both academic and professional. To meet the needs of the labor market in this era, students are able to work in advertising companies in Thailand and abroad after graduation (Senarak, 2004).

5.2.3 The boom period of advertising education in Thailand

This period began from 1988 to 1997, and advertising education had positive changes in many aspects (Senarak, 2004). During this period, the colleges and universities that had already taught in the field of advertising actively reformed the curriculum structure and content. The credits in advertising increased further, and some knowledge and theories about business and marketing were added to the course. With the introduction of the concept of integrated marketing communication, colleges and universities have also begun to change their understanding of advertising majors. In the focus of teaching content, they are more inclined to understand advertising as a means of communication strategy, and the teaching content is more extensive, covering marketing tools and media strategies.

Sukhatmatirat University of Distance Education (Sukhothai Thammathirat Open University), as a public school, opened a Bachelor of Arts program in Communication during this period and began to teach in the field of advertising. During this period, private universities also began to engage in advertising teaching. Due to the influence of Thailand's Sixth Higher Education Development Plan (1987-1991) policy, the scale of advertising majors in public institutions is limited. The national policy began to favor private education institutions, and encouraged private institutions to participate in higher education affairs, and private colleges and universities began to undertake the task of cultivating advertising talents. In 1988, The University (Assumption University) began to offer advertising courses in the School of Business Administration, focusing on teaching advertising courses from a business perspective. In 1989, the University of Sparton (Sripatum University) was approved to open a School of Communication and Arts and began teaching courses in advertising and public relations. Bonen University (Dhurakij Pundit University) founded the School of Communication Arts in 1988 and began teaching advertising courses in 1990. In the same year, Siam University (Siam University) also offered an advertising course. In 1991, St. John's University (Saint John's University) founded the School of Communication Arts and opened three majors, including advertising, public relations, and radio and television science. In 1992, the School of Communication and Arts, Gele University (Krirk University) opened the Department of Advertising and Public Relations and began to teach advertising courses (School of Communication Arts, Gele University, 2003). Since then, Lanshi University (Rangsit University), Chamber of Commerce University (University of The Thai Chamber of Commerce), East Master College (Thongsook College), East Asia University (Eastern Asia University) and so on have opened advertising courses in the 1990s (Senarak, 20 04).

The prosperity of advertising education in Thailand is not only reflected in the teaching content and the type and quantity of colleges and universities, but also reflected in the level of teaching. Penpan Senarak (2004) said that four universities offered graduate-level advertising courses during this period. They are the University of Bangkok (Bangkok University), The University of Sparton (Sripatum University), Chulalongkorn University (Chulalongkorn University) and The Royal University (Suan Dusit Rajabhat University).

5.2.4 The modern period of advertising education in Thailand

This period was from the late 1990s to the 21st century (Senarak, 20 04). The development of information technology makes the countries in the world more and more closely connected. The global use of information technology has a profound impact on the economy and culture of the society, but also affects the content and way of education. The Thai government recognized this reality and clearly proposed to increase the training of scientific and technical personnel in the Eighth Higher Education Development Plan (1997-2001). The use of information technology and the emphasis on scientific and technological talents have also influenced the advertising education in Thailand.

In terms of courses, many colleges and universities have started advertising courses, and universities that have opened advertising courses have adjusted their course content. Taking the 2004 Bangkok University advertising course as an example, the teaching of Bangkok University advertising major focuses on planning, analysis and creative aspects, while focusing on various media advertising production practices in the communication art laboratory. The course covers the basic content of analysis, planning, marketing and production management. The purpose is to train graduates who combine theory and practice. Bangkok University's advertising field was then divided into two directions. One is the creative direction, focusing on cultivating students' theoretical knowledge and practical ability in creative design and communication, so that they can produce effective advertising; the management direction focuses on providing learners with theoretical and practical knowledge of marketing analysis, learning marketing planning, and the management of domestic and international advertising (Senarak, 2004).

Table 2 Major courses of Bangkok University in 2004

the type of course	course title
Compulsory courses outside the subject	Management, Social Science Statistics, Basic Law, English Reading and Writing, Spoken English
Major basic courses	Introduction to Communication Arts, Writing, Speech Arts, Photography, Introduction to Communication Research, Marketing Principles of Communication Arts, Legal and Mass media ethics, mass media, and society
Professional core course	Advertising Principles, Advertising and Society, Advertising and Consumer Behavior, Advertising Photography, Electronic Media Advertising Production, Print Media Advertising Production, Advertising Research, Advertising Media Strategy, Advertising Management, Advertising campaign planning, advertising workshops
Professional elective courses	Elective creative direction Advertising creative strategy, advanced advertising creative strategy, advertising art guidance, computer graphics design, advertising writing

Elective management direction	Marketing information management, advertising and marketing analysis, international advertising, direct sales strategy planning and promotion, brand communication
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Sources: Penpan Senarak, 2004, Development of Advertising Education in Thailand, (master's thesis, Chulalongkorn University). Retrieved from <http://cuir.car.chula.ac.th/handle/123456789/1097>.

In addition to the curriculum changes, the attention to advertising education is increasing during this period. Different disciplines began to focus on advertising, and interdisciplinary research began to emerge. Some science and technology disciplines carry out advertising research from the perspective of science and technology and advertising technology to cultivate technical advertising talents. For example, Tayavuri Royal University of Technology (Rajamangala University of Technology Thanyaburi) not only offers advertising courses in the School of Business Administration, but also offers courses in advertising technology at the School of Mass Communication Technology. It focuses on cultivating mass communication technical talents who can use the principles of science and technology for media creativity, media technology production, advertising operation and other aspects. (Senarak, 2004).

At the same time, the number of advertising majors offered in private colleges and universities is further increased, and the teaching level is also expanding. Chao Phraya River University (Chaopraya University) offered courses in the field of advertising and public relations in 1998. That same year, the Christian University (Christian University of Thailand) offered courses in advertising and public relations. Webster University Thailand (Webster University Thailand) opened an advertising and marketing communication course in 1999. The level of advertising education in Thailand is also improving. In the 1990s, the Thai Chamber of Commerce (University of the Thai Chamber of Commerce) and St (Saint John's University) offered masters of Communication courses (Senarak, 2004).

In Senarak (2004). In the future, advertising education in Thailand will be further developed, not at the end of the teaching of advertising theory, but more emphasis on the combination of theory and various communication technologies and means. And advertising education in Thailand will be further developed in private universities.

5.3 Comparison of the historical development of advertising education in China and Thailand

5.3.1 Similarities in the development of advertising education in China and Thailand

In the early stage of discipline development, we borrowed from the advertising education of American colleges and universities. The development of advertising education in China and Thailand was influenced by American advertising education in the early days. The earliest monograph on advertising in China was the book Advertising Instructions published in 1918, which was translated from How To Advertise in the United States and the earliest published monograph on advertising (Chen Peiai, 1997). Chinese universities have three reference paths for the initial curriculum of advertising majors: one is to learn the existing curriculum models in the United States and Hong Kong, China and Taiwan; the second is to seek information from the advertising industry, and to understand the market demand. At this stage, the construction logic of advertising professional is basically: reference-research-choice. Professor Yu Yilu, who made important contributions to the establishment of the Department of Journalism and Communication of Xiamen University, facilitated the visit of Shlam, the founder of

communication, in 1982, which promoted the development of communication in China. After its establishment, the Department of Journalism and Communication of Xiamen University has opened three majors: advertising, international journalism and radio and TELEVISION, hired American communication scholars to give lectures, and selected young teachers of Xiamen University to study communication in the United States, Hong Kong, China and other countries and regions (Song Hongmei, 2020).

Similarly, advertising education in Thailand is also directly influenced by the United States. In the mid-1840s, the first Thai advertisement appeared in the Thai Record, published by Dr. Bradley (Dan Beach Bradley). Since then, many products have been advertised in newspapers. In the 1940s, American advertising agencies began to enter Thailand. During this period, Thai advertising can be called "foreign times". Advertising companies, represented by the United States and Japan, control 75% of Thailand's advertising budget through their branches and affiliates. Almost all the practitioners of advertising companies, from employees to corporate executives, are foreigners (Richards & Ross, 2014). The development of the advertising industry in Thailand in turn drives the development of advertising education. In 1948, its course was similar to that in the United States. Among the teachers sent to study abroad in 1983, 51.24% have studied in the United States (Kanchanawong, 2008).

Discipline development is closely related to news and communication. Advertising belongs to a cross-sectional discipline, and its theoretical source involves many disciplines, but it has always been closely related to the development of journalism. After the emergence of advertising major in the United States, it developed rapidly and soon became a model for other countries to learn from and learn from it. Between 1902 and 1905, the economics departments of the University of Pennsylvania, the University of California, Northwestern University, and the University of Michigan all offered courses in advertising. Although the advertising course first appeared in the Department of Economics, and later became the course content of the Department of Marketing. But soon, the advertising program offered by the school of Journalism became an important channel for students majoring in advertising programs. And the first advertising department in the United States was established at the School of Communication at the University of Illinois (Zhang Shuting, 2005).

The development of advertising major in China and Thailand is closely related to journalism. In the early 20th century, newspapers occupied the mainstream position of mass media, and newspaper news became an important object of news research. When it comes to newspaper media, newspaper advertising must be indispensable. In December 1919, Xu Baohuang published China's first more systematic and comprehensive journalism work, Journalism. The tenth chapter of the book, "newsprint Advertising", specifically discussed newspaper advertisements (Deng Baiyun, 1994). The earliest advertising research group in China was also the Journalism Research Association, which was established in Peking University in 1918, and took advertising as an integral part of the research and teaching of journalism. In June 1983, Xiamen University established the Department of Journalism and Communication, which began to recruit students majoring in advertising in the following year, becoming the first advertising major in China. In 1985, Shenzhen University established the Department of Mass Communication, and opened an advertising major in the department. In 1988, the Department of Journalism of Communication University of China (formerly Beijing Broadcasting Institute) also set up the major of advertising.

In 1939, Chulalongkorn University opened the first newspaper course series in Thailand. Advertising was opened as one of the courses, one hour per week, which also became the origin of advertising education in Thailand. However, the newspaper program at Chulalongkorn University at the time was at the diploma (associate) level. Since then, advertising courses have been offered in the bachelor's degree program in journalism at Hoisat University. In 1974, the School of Journalism and Mass Communication established the Department of Advertising and Public Relations, and systematic advertising professional education began (Penpan Senarak, 2004). In the late 1970s, Thailand paid more and more attention to news communication and made education in journalism a priority, which also promoted the development of advertising education.

Several time nodes in the development process of advertising education in the two countries are relatively similar. Advertising education in China has experienced four periods: the formative period (1920s to 1970 s), the normative period (1980s to 1990 s), the great development period (the late 1990 s), and the transition period (after 2000). Similarly, according to Penpan Senarak (2004), the development of Thai advertising education from the beginning to the 20th century to the end of the 20th century, also roughly experienced four stages: formation (30s to 70 s), leap period (1970s to 90 s), boom period (1980s to 90 s), the modern period (the late 1990s to the 21st century).

The formative period of advertising education in China was from the 1920s and 1970s. During this time, Chinese academic circles also began to pay attention to advertising. Some studies on advertising have also emerged. Advertising in this period still belongs to the affiliated content of journalism, and has not formed an independent discipline. The formative period of advertising education in Thailand was similar to that in China, in the 1930s and 1970s. The Thai government gradually realized the importance of mass media in political construction and cultural promotion, and began to pay attention to the study of news. Advertising also began to appear in the teaching of journalism majors. However, like China, at this stage, advertising education mostly appears as a course in other fields, and has not fully formed its own independent major.

The standard period of advertising education in China was from the 1980s to the 1990s. At this time, advertising education officially appeared in the form of a major. In 1983, Xiamen University founded the first advertising major in China, and China's advertising education began to get on the right track. Subsequently, Beijing Broadcasting Institute and Shenzhen University successively established the undergraduate level of advertising major in 1988 and 1989. At the same time, Thailand was in a leap period of advertising education (1970s to 1990 s). During this period, the advertising industry was further developed, and most multinational advertising companies in Thailand hired and trained Thai advertising practitioners to teach them about their Western advertising practices. This laid the stage for the rise of Thailand's local advertising agency. The scale of the Thai advertising business association also gradually expanded, the association began to cooperate with various educational institutions to carry out advertising education activities. Advertising has also gradually broken away from other fields and become independent disciplines. Many Thai universities, such as Chulalongkorn University, Thammasat University, and Bangkok University, offer bachelor's degrees in advertising.

The great development of advertising education in China was from the early 1990s to 2000. At this time, an obvious feature is that many colleges and universities in China began to set up advertising majors. Advertising education has ushered in an explosive growth. By the end of the 1990s, there were about 90 universities with advertising majors in China (Fan Zhiguo and Li Cuilian, 2012). The 1980s and 1990s were a boom in advertising education in Thailand. During this period, the structure and content of advertising courses were further reformed, and the concept of integrated marketing communication began to make universities change the understanding of advertising, and they were more inclined to understand advertising as a means of communication strategy in terms of teaching content. The teaching content is more extensive. In addition to advertising in public universities, more and more private universities also began to offer advertising at the undergraduate level, and some universities began to set up the graduate courses of advertising.

After 2000, China's advertising education has gradually entered the transition period. As the advertising industry is facing a transition to marketing and brand communication, the curriculum content in the advertising education field also needs to be adjusted to the original basis. Especially after 2010, digital technology has brought subversive changes to the traditional marketing communication, breaking the original barriers of the advertising industry, with a broader industrial scope and a more complex industrial structure. Technical, multi-media, big data, and distinct network culture characteristics, make the advertising education in colleges and universities need a broader vision, a richer knowledge system, and a wider scope of resource exchange with the industry (Song Hongmei, 2020). Thailand has entered the modern period since then in the late 1990s. In the late 1990s, Thailand ranked sixth in the world in AD spending. In Asia, Thailand had the fastest growth in advertising spending at the time (Richards & Ross, 2014). Since the 21st century, the development of information technology has had a profound impact on the economy and culture of the society, as well as on the content and way of education. Therefore, academia has designed various courses to develop the knowledge and competence required by the advertising industry.

5.3.2 Differences in the development of advertising education in China and Thailand

The initial research of Chinese advertising industry is relatively rich. Although the development process of advertising education in China and Thailand is relatively similar, the early results of advertising research in China are relatively rich. In 1918, the Commercial Press published the book "Advertising Instructions" compiled by Gan Yonglong. In 1919, China's first systematic journalism work was published, which specifically discussed newspaper advertising. For example, The History of Chinese Journal published in 1927, Advertising ABC in 1928, Liu Baoru's Advertising in 1930, Advertising Economics in 1931, and Wang Gongsan's Advertising in 1933 (Zhang Shuting, 2005). In 1939, Thailand offered a newspaper course in universities. The first university to offer a newspaper course was Chulalongkorn University, and the educational level was only diploma (associate) level.

Advertising education in Thailand works with the industry even earlier. The 1970s was a leap forward in advertising education in Thailand. During this period, the Thai Advertising Business Association began to cooperate with various Thai educational institutions to carry out advertising education. The association sends members to teach in elder brother education institutions, allowing people with advertising experience to participate in advertising education. At the same time, the Thai Advertising Association also opened the corresponding courses at that time, to select the outstanding students from the graduates for special training,

after the training can enter the job. In Thailand, we set up the advertising award earlier than in China. And the earliest advertising awards in Thailand were initiated by university teachers. In 1977, teachers from the School of Business and Accounting of Thammasat University, the School of Business of the National Institute of Development and Management of Thailand, and the School of Interior Design of the University of the Arts of Thailand jointly initiated and established the Thai Top Advertising Competition Award (Top Advertising Contest of Thailand Awards). The award is also supported by the Advertising Association of Thailand. A large number of excellent advertising cases emerging in the awards enrich the ways and content of advertising education in universities. Teachers no longer only rely on the content of teaching materials and foreign advertising cases for teaching (Penpan Senarak, 2004).

After the founding of new China to the "Cultural Revolution", China's advertising industry was almost blank, and advertising research also stagnated. It was not until after the reform and opening up that the study of advertising was resumed (Zhang Shuting, 2005). The earliest advertising award in China was the "Great Wall of China Advertising Award" (China Advertising Great-wall Awards), formerly known as the "National Excellent Advertising Exhibition". But the award was created by the China Advertising Association, founded in 1983, to select and reward commercial advertisements that were publicly published during the year. China's early advertising education and industry cooperation way is to practice in enterprises. In 1986, Chen Peiai led the first batch of advertising students of Xiamen University to work as an intern in Beijing, with the purpose of to understand the current situation of domestic advertising companies and the talent needs of advertising companies. This internship activity can be called the earliest teaching practice activity in advertising higher education in China (Song Hongmei, 2020).

Conclusion

In comparison with development, there are many similarities in the development of advertising education in China and Thailand, and this similarity is closely related to the development of global advertising education and even the development of news communication. This is why the two countries borrowed the development model of the development of advertising education in the United States. But in the middle of the 20th century, the development of advertising education in China stagnated due to the influence of domestic political factors. Thailand is stable. From the perspective of the cooperation between Thai advertising education and the industry, it is necessary to maintain the contact and cooperation with the industry if it wants to develop healthily and continuously export high-quality talents.

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