Notes for Student Consultation 2023-2024

Date: 8 March 2024 (Friday)
Time: 12:30pm to 2:00pm
Venue: CVA932
Attendees: Prof. Regina Chen, Dr. Dominic Yeo, Dr. Henry Fung, Dr. Vivienne Leung,
            Dr. Ellie Tachkova, Ms. Mimi Yip, Ms. Susanna Yip, 2 Year 2 students, 2
            Year 3 students, 3 Year 4 students

I. Course Arrangements

1. Students asked if there would be any courses/tutorials for digital visual design (e.g., posters and videos) which were sometimes necessary for their coursework and career.

- The Department is exploring the possibilities of incorporating AI with courses in different areas such as content creation and consumer intelligence, and is making efforts in organizing relevant summer courses/workshops. The Department suggested that students can make full use of available tools at HKBU to reach the solutions and apply knowledge with hands-on experience, such as LinkedIn Learning. Students are also recommended to take the initiative of self-learning outside classroom via different channels (e.g., library and YouTube) due to the limitation of curriculum.

2. Students asked if minor courses could be taken earlier.

- The sequence of courses is subject to students' concentration. The Department would review the curriculum and consider it if feasible.

3. Students wondered if real business meetings with clients for the campaign proposal development could be included in *PRAD2015/PRAO2015 Principles and Practices of Public Relations*.

- As this course is a fundamental course where students would learn the basics of theory and practices of the profession, it is too advanced for them to engage with clients to discuss real business. Real business opportunities are available for advanced courses (e.g., Campaign Planning and Management and Final Year Project) and extracurricular activities (e.g., TYA competition).

4. Students asked if there would be any firm visit for immersive real business experience in courses.

- The Department would invite professionals from advertising and branding as well as public relations to deliver talks, which would probably take place in April. A firm visit will be used as a teaching activity in the fundamental courses, such as *PRAD2015/PRAO2015 Principles and Practices of Public Relation*.

5. Students expressed that they were confused about the difference between advertising and branding and public relations.

- The Department would arrange professionals' talks and firm visits to systematically facilitate students' understandings of concentrations.

6. Student raised concerns that some courses focus too much on theory, and seldom allow them to learn practical skills and have hands-on experience (e.g., event planning).

   • The Department has been working on incorporating practice with theory. Students were also encouraged to participate in workshops to learn different practical skills.

7. Concerning the Teaching Evaluation (TE), students said they would evaluate the instructors if they have either very good or bad comments. They mentioned it would be great to have an easier access to the TE system (e.g., scanning QR code), and have incentives. Meanwhile, students expressed the concern that their identity would be recognized and recorded if participating in the TE.

   • The Department ensured students that individual faculty members would not be able to directly access the raw data of the TE exercise and thus, they would not know the identity of the student participants. In addition, TE results serve as feedback to help instructors know their students better and improve their teaching effectiveness. The Department would not provide any incentives to encourage participation due to conflicts of interest. The Department would consider remind faculty to provide an easier access to TE system if feasible.

II. Internships and Other Extracurricular Activities

8. Students recognized the Department's efforts in providing sponsorship for learning activities such as study tours.

9. The Department explained that in response to the internship request among Mandarin-speaking students, it has identified two agencies that recruit interns who speak English (Cantonese is not required) and understand the mainland market. The relevant information of such internship opportunities would be sent to students via email soon.

10. Student asked if the Department could provide more internship opportunities beyond those in advertising and PR. Students also wondered if the Department could post relevant information on social media platforms such as Instagram as they only checked emails from time to time.

    • The Department has already provided different internship opportunities at companies (e.g., production firms) in various industries, and sent the information via emails to students. However, students seldom checked emails, and were not enthusiastic about the internship opportunities referred by the Department. The Department had made attempts to invest resources on running social media accounts (e.g., Instagram) before, but failed to gain much attention from audience. So social media platforms might not be a solution either. Students are advised to actively seek such information by watching out for the relevant emails from the Department.

III. Mentor-Mentee Program
11. Student raised the concerns that some of their assigned academic advisors are not specialized in their concentrations, and thus may not be able to give them much useful advice. Students also mentioned that they were not used to meet with academic advisors face-to-face because they perceived such a meeting as a serious event.
- The Department would discuss with School about the mentor-mentee assignment and organize the mentor-mentee meetings in a more casual way to enhance the effectiveness of the program.

IV. Branding of Program
12. Regarding the branding of PRA program, students suggested that the Department could create a Little Red Book account to engage with mainland students by inviting some senior non-local students as peer mentors.
- The Department would consider the diversity inclusion when branding its program.