

Teaching Reform of Marketing Major Based on School-Enterprise Cooperation Perspective



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Abstract: With the rapid changes in the market environment and the continuous evolution of enterprise demand, the teaching of the marketing profession is facing unprecedented challenges, and colleges and universities need to adjust and optimize their teaching strategies to cultivate high-quality marketing talents to meet the demands of the modern market. School-enterprise co-operation mode can promote the innovation of teaching content and methods, and enhance students' practical ability and employment competitiveness. Therefore, this paper discusses the reform strategy of marketing professional teaching under the perspective of school-enterprise cooperation, and analyses the key elements in the implementation process, to provide a new direction and ideas for marketing education.

Keywords: school-enterprise co-operation; marketing; teaching; reform

Introduction

School-enterprise cooperation refers to the mutually beneficial partnership established between educational institutions and enterprises to promote the integration and development of education and industry through the sharing of resources and complementary advantages, to make the content of education more closely follow the market demand, to improve the practical ability of students and the competitiveness of employment, to provide students with a real working environment, to allow students to learn and exercise in the actual work scenarios, to improve their vocational skills and work adaptability, to combine the theoretical knowledge with practical experience and enhance the ability to solve complex problems. Enterprises can directly participate in curriculum development and teaching materials compilation, feeding back the latest industry dynamics, technological progress, and market demand to educational institutions, prompting the education content to be more in line with the actual situation, and improving the foresight and adaptability of education. Therefore,

school-enterprise cooperation plays the role of bridge and link in education, which can enhance students' working ability, improve the status quo of employment difficulties, and promote the continuous innovation and optimization of education content and education methods.

1. Problems in the Teaching of the Marketing Profession

1.1 Disconnect between theory and practice

Marketing professional teaching, teaching content is biased towards traditional marketing concepts and strategies, emerging marketing tools such as digital marketing, social media strategy, consumer behavior analysis, and other areas are not explored enough, students in the understanding and application of the new era of marketing tools in the knowledge gap (Zheng et al., 2023). The current education model overemphasizes the learning of theories and puts limited investment in practical training and case application, failing to effectively combine marketing theories with market practice and lacking the opportunity to transform theoretical knowledge into practical operational capabilities.

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1.2 Single and outdated teaching methods

The teaching method of marketing majors is mainly reflected in the single and outdated, current teaching practice, the traditional lecture method still occupies a dominant position, and the teacher-centered teaching mode limits the active participation of students and the development of innovative thinking. In the context of the digital era, the teaching mode should be more flexible and diverse, incorporating modern technological means such as online courses, virtual reality (VR), augmented reality (AR), etc., to enhance the interactivity and practicability of teaching. However, many colleges and universities fail to take full advantage of technology, resulting in a mismatch between teaching methods and students' learning habits and technology trends.

1.3 Lack of opportunities for practical work experience

A major problem prevalent in the teaching of marketing majors is the lack of opportunities to provide practical work experience. This deficiency not only limits the transformation of students' theoretical knowledge into practical skills but also affects their overall understanding of the marketing professional role and their competitiveness in employment. During the education process, students are exposed to simulated scenarios rather than actual market environments, and lack real-world experience and intuition when analyzing market trends, formulating marketing strategies, and executing marketing plans. In addition, marketing education fails to closely integrate with the actual needs of enterprises, making students face the challenge of adapting to the actual work environment after completing their studies. The lack of practical work experience means that students are unable to fully understand the application of marketing theories in actual business, and it is difficult for them to grasp the hands-on experience of key marketing skills such as customer relationship management, market research, and branding (Liao et al., 2020). Marketing not only involves traditional fields such as economics and psychology but also intertwines with data analysis technological innovation, etc. Students should be encouraged and supported to learn in a

multidisciplinary cross-disciplinary environment to promote the cultivation of innovative thinking.

1.4 Insufficient construction of faculty

In the current field of marketing education, the deficiencies in the construction of the faculty have become an important constraint on the improvement of teaching quality and the development of the discipline. The primary problem is the lack of teachers' practical work experience, most of the teachers in the education system lack sufficient practical background in the industry, resulting in the teaching process can not effectively combine theoretical knowledge with market practice, affecting students' mastery of the actual operational ability of marketing. With the continuous development of the marketing field, especially the deepening of the trend of digitalization and globalization, the knowledge system and skill requirements of the marketing discipline have far exceeded the scope of traditional marketing theory, and most colleges and universities are still in the initial stage of interdisciplinary team building, lacking systematic planning and effective implementation strategies (Deng, 2015), which makes it difficult to play the potential of interdisciplinary teaching.

1.5 Imperfect assessment system

The core problem facing the educational assessment and feedback mechanism of marketing majors lies in the over-reliance on the traditional examination and assessment system, which mainly focuses on the mastery of theoretical knowledge and less on the assessment of students' practical abilities and skills, which cannot fully reflect the learning outcomes of students, and the results of the cultivation of the student's core competencies, such as strategic thinking, creativity, teamwork, and communication skills, are often ignored. In addition, the lack of an immediate feedback mechanism for students' learning process and results further exacerbates this problem, affecting the sustainable improvement of teaching quality and the satisfaction of students' individualized learning needs (Zhang, 2018).

2. Teaching Reform Strategies for Marketing Major under the Perspective of School-Enterprise

Co-operation

2.1 Integration and innovation of curriculum system and teaching content

From the perspective of school-enterprise cooperation, marketing professional teaching curriculum systems and teaching content should be based on the actual needs of the market to reconstruct the curriculum structure, to ensure that the teaching content can reflect the market changes and industry trends promptly, focusing on practicality and foresight, in-depth analysis of the marketing strategy and market behavior of the enterprise, to distill the industry's internal specific needs for professional knowledge and skills, requires the establishment of an effective information exchange and demand feedback mechanism between the university and the enterprise. and demand feedback mechanisms between universities and enterprises to ensure that the curriculum meets both academic standards and practical applications (Yang, 2015). Introducing the latest marketing tools and technologies is the key to marketing course content innovation, including various tools and platforms for digital marketing (such as SEO, SEM, social media marketing, content marketing, etc.), and the application of data science in marketing (such as consumer data analysis, market trend prediction, and personalized marketing strategies, etc.) (Wu, 2015), and integrating modern marketing elements into the teaching system can enhance students' market sensitivity and data-driven decision-making ability. Developing interdisciplinary courses is an innovative and necessary direction of teaching reform in contemporary higher education. In the fast-changing market environment, marketing students must be equipped with cross-disciplinary knowledge backgrounds and ways of thinking to cope with complex and changing market challenges. The development of interdisciplinary courses should be based on an in-depth analysis of market demand and future career development trends, covering data analysis, psychology, sociology, computer science, and other disciplines closely related to marketing, building a comprehensive curriculum system, cultivating data processing and digital marketing skills, and comprehensively improving students' market competitiveness.

2.2 Deepening of practical teaching and case analysis

The core of practical teaching is to provide students with real work experience, apply the theoretical knowledge learned in the classroom to real work, and deepen the understanding of marketing strategies and operations. Universities should cooperate with enterprises to carry out internship projects, so that students can participate in practical work such as market research, product promotion, customer relationship management, etc., and enhance students' marketing planning and execution ability through practical training projects, and the cooperation of the project can take the School-enterprise co-guidance to solve practical marketing problems and improve students' innovative thinking and teamwork ability. The deepening of case teaching requires the excavation and collation of real marketing cases, reflecting the complexity and dynamic changes of the current market, covering different market environments, consumer behavior, marketing strategies, and implementation challenges, so that students can analyze and understand the actual operation of marketing from multiple perspectives, improve their critical thinking ability, and learn how to formulate and adjust their marketing strategies in complex market environments (Liang, 2016). Take "Starbucks' Marketing Strategy Adjustment in China" as an example, this case discusses in depth how Starbucks implemented and adjusted its marketing strategy to maintain its leading position in the market in the face of the unique consumer behaviors and competitive environment of the Chinese market, first of all, it introduces the background of Starbucks' entry into the Chinese market, including its global expansion strategy and initial market positioning when it entered China, and then details its market positioning in China. Firstly, it introduces the background of Starbucks' entry into the Chinese market, including its global expansion strategy and initial market positioning when entering China, and then analyses in detail how Starbucks has adapted its product line (e.g. introducing localized products such as green tea lattes), shop design (focusing more on providing spaces for socializing and relaxation), and marketing

communication strategy (using local social media platforms to communicate the brand) through researching the dietary habits, cultural characteristics, and social preferences of Chinese consumers. In the discussion session, the teacher guided the students to analyse Starbucks' market adjustment strategy from multiple perspectives: how to reach the target consumers through market segmentation, competitor analysis (including the competitive strategies of local coffee chains and international brands), SWOT analysis (Starbucks' strengths, weaknesses, opportunities, and threats in the Chinese market), and how to evaluate the effectiveness of the strategy implementation, including the collection of feedback from the marketing activities and the measurement of customers' satisfaction, so that the students would have a better understanding of the strategy implementation. Measurement of customer satisfaction, so that students can understand the complexity of marketing strategy development and adjustment, learn how to analyze consumer behavior according to a specific market environment, and develop a marketing strategy adapted to the local market.

2.3 Innovation of teaching methods and means

Simulations and competitions provide a simulated market environment for students to learn marketing strategies and decision-making processes in competition and cooperation, try different marketing strategies in a safe environment, analyze market responses, optimize marketing plans, and learn how to cope with the uncertainty and competitiveness of the market (Zhang & Li, 2013). For example, teachers can organize a simulation competition on the theme of "virtual smartphone marketing", in which students cooperate in teams, each team being responsible for a virtual smartphone company, and strive to gain the maximum market share and profit in the simulated market environment through market research, product positioning, pricing strategy, promotional activities, and sales channel planning. The team members are assigned the roles of market researchers, market researchers, price researchers, promotional activities, and sales channels. Team members were assigned roles such as market researcher, product manager, financial analyst,

etc., and each member was responsible for the corresponding tasks according to his/her role. The teacher then guides the students to conduct market analyses, including target consumer demand surveys, competitors' strategy analyses, and so on. Based on these analyses, each team designs its marketing strategy, including product features, pricing, promotion methods, and sales channel selection. In the execution phase of the simulation competition, teams put their marketing plans into the simulated market, obtain real-time market feedback, including consumer acceptance, market share changes, and revenue, optimize the team's marketing plans based on the feedback, and adjust their strategies to respond to market changes and competitors' actions.

Blended learning, on the other hand, combines the advantages of traditional face-to-face teaching and online learning, providing flexible and diverse learning methods through online platforms and tools that allow students to acquire knowledge and skills independently according to their own time and learning habits (Wu & Li, 2013). Online learning resources, such as video lectures, interactive discussions, and real-time feedback, improve the convenience and interactivity of learning and also make the teaching content richer and more diversified. Taking the course "Digital Marketing" as an example, teachers can use the online platform to release the course syllabus, learning objectives, and pre-existing materials, such as video lectures on the basic theories of digital marketing, reading materials of industry reports, and case study guides. In the classroom, teachers use face-to-face teaching to deepen theoretical knowledge and let students carry out project-based learning in the form of group cooperation. Each group is responsible for analyzing a specific digital marketing case, and then presenting the analysis results and marketing strategy proposals in the classroom; after the class, teachers use the online platform to release relevant practice questions and project assignments, and students can submit their assignments and receive feedback from teachers on the platform.

2.4 Construction and optimization of school-enterprise cooperation mechanism

Constructing and optimizing the school-enterprise cooperation mechanism is the key to the teaching reform of marketing majors, and a stable and lasting cooperative relationship should be established to achieve the continuous improvement of teaching content and methods as well as the effective sharing of resources. The establishment of a stable school-enterprise cooperation relationship requires the establishment of a long-term cooperation framework and mechanism between universities and enterprises, the signing of cooperation agreements, the setting of common goals, and the planning of cooperation projects, to ensure that both sides have a common understanding of and commitment to marketing education and talent cultivation, and to ensure that the needs of the enterprise and the market dynamics reach the educational institutions promptly, which in turn enables the enterprises to be directly involved in the process of talent cultivation (Ning & Li, 2019). Regular exchange meetings are an indispensable activity in university-enterprise cooperation, providing a platform for universities and enterprises to jointly discuss teaching content, methods, and improvement strategies, share information, discuss market trends, evaluate teaching effectiveness, and continuously adjust and optimize teaching plans and strategies to better adapt to market changes and develop students' practical working abilities. The establishment of joint university-enterprise R&D centers is an important step to deepen the cooperation, bridging the gap between academic research and market practice, and promoting the deep integration of education and industry, where both schools and enterprises can participate in market research projects and new product development, accelerating the innovation of knowledge and transfer of technology. Students, participating in the projects of the Joint School-Enterprise R&D Centre can apply what they have learned, cultivate problem-solving ability and innovative thinking, and improve their employment competitiveness. For enterprises, cooperation with educational institutions can access the latest academic research results, directly involved in the training process of talents, early detection and absorption of outstanding talents, with the help of the

university's research power, to explore new market opportunities, to solve the technical problems in the process of research and development, and to enhance their own innovation ability and market competitiveness.

2.5 Strengthening of teaching staff and management system

The establishment of the enterprise mentor system is another important link in the optimization of practical teaching and internship mechanisms. By inviting enterprise elites with rich practical experience to act as mentors, students can get one-to-one guidance and feedback, strengthen students professionalism and skills training, promote students' career planning and career development, and lay a solid foundation for their future careers. In addition, the network resources and industry perspectives of these professionals can help students establish a wide range of career perspectives and industry contacts, paving the way for their future career development (Su et al., 2020). Establishing a teaching quality monitoring system is an important mechanism to ensure teaching effectiveness and continuous improvement, including regular teaching assessment, student satisfaction surveys, regular review and updating of course content and teaching methods, obtaining real-time feedback on teaching effectiveness, identifying and solving problems in teaching promptly, ensuring that teaching activities are constantly adapted to market changes and students' needs, and facilitating the sharing of experience and mutual learning among teachers. Promote experience sharing and mutual learning among teachers, and improve the teaching level and professional ability of the teaching team. The establishment of a teacher development mechanism with the joint participation of schools and enterprises is an innovative initiative in the reform of higher education, and this mechanism is especially crucial in the field of marketing, because the knowledge in this field is updated rapidly, and the practice is widely applied, so the teachers need to have cutting-edge theoretical knowledge of marketing and rich practical experience. The teacher development mechanism involving schools and enterprises should focus on establishing a mutually beneficial and win-win

co-operation framework, providing teachers with the opportunity to contact the actual market operation, so that enterprises are directly involved in the design and updating of course content, ensuring the real-time teaching content and the close connection with the market, improving graduates' practical working ability and employment competitiveness, and realizing the win-win situation for the three parties, namely, education, enterprises and students.

Conclusion

In conclusion, the teaching reform of marketing under the perspective of school-enterprise cooperation requires the joint efforts of colleges universities, and enterprises to innovate teaching concepts and methods, strengthen practical teaching and case studies, optimize teaching resources and management systems, improve teaching quality and students' practical working ability, promote the close connection between education content and market demand, and cultivate more high-quality talents with innovative ability and practical experience for the marketing field.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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