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Teaching Reform Practice of the Network Marketing Course Using Real Enterprise Project Diagnosis as An Entry Point

Ling Tao[1,*]

[1]*JiangXi Vocational University of Foreign Studies,P.R. China*

Abstract: In the digital transformation stage, small and medium-sized enterprises (SMEs) face many risks and hidden dangers in their operations and have higher requirements for professionals. Universities need to actively promote adjustments to the Network Marketing course. This paper proposes using the ISP4P four-dimensional integrated diagnostic framework as a supporting tool. In the optimized design of teaching plans, the PBL project inquiry approach is adopted; teaching cases are selected in combination with actual enterprise needs; practical training tasks are set; classroom organization logic is optimized; and assessment rules are innovatively adjusted. Based on actual teaching analysis, introducing real diagnostic projects into the teaching reform of the Network Marketing course helps link theoretical instruction with job practice. In the project, students need to complete tasks such as marketing assessment, scheme planning, and group communication, which helps cultivate students' job adaptability.

Keywords: network marketing, project-based teaching, ISP4P model, enterprise project diagnosis

1. Introduction

In the digital era, many SMEs need to make full use of online channels to expand their customer base. Therefore, in the development of the market economy, all industries have set higher requirements for e-commerce talents who can independently carry out marketing diagnosis and adjust scheme planning, and the demand for such talents continues to increase. However, in university Network Marketing classroom teaching, teaching activities are mainly carried out based on textbook-supporting cases, and students' practical training content is generally skill-point training. It is difficult for students to directly face the complex marketing environment of enterprises, resulting in the knowledge students learn and master being unable to meet the real requirements of positions. To understand enterprise operational problems and continuously optimize marketing schemes, marketing diagnosis must first be carried out. To cultivate students' marketing diagnostic ability, real SME projects can be introduced into the classroom so that students can directly face the operational problems enterprises encounter. Facing complex business problems, students need to make full use of the theoretical knowledge they have learned. In this process, they propose diverse ideas and schemes that differ from preset standardized answers, reflecting students' independent thinking. Teachers need to maintain collaboration with local SMEs and can transform offline consultation processes into classroom teaching resources. In carrying out the above teaching activities, many risks and hidden dangers exist in resource matching, group management, and project difficulty control. Therefore, to improve project-based teaching and enhance graduates' job adaptability, in-depth research must be conducted on the teaching reform plan for the Network Marketing course using real enterprise project diagnosis as an entry point.

2. Basic Construction of Course Reform Driven by Real Enterprise Project Diagnosis

2.1 Practical foundation of course reform

In the teaching reform of the Network Marketing course, the goal is to cultivate application-oriented e-commerce talents. The school actively strengthens cooperation with SMEs in the region, promotes the construction of project-based practical training, and requires students to analyze the current status of enterprises' online marketing. Through organizing multiple rounds of practical training, a complete manual diagnostic process has been formulated for specific teaching scenarios,

Corresponding Author: Ling Tao
JiangXi Vocational University of Foreign Studies,P.R. China
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consistent with the PBL project teaching concept (Li et al., 2022). However, because significant differences exist between teaching scenarios and business consulting scenarios, business consulting processes cannot be directly applied to classroom teaching. In course teaching, through repeated inquiry and analysis, rich experience has been accumulated in enterprise communication, group task management, and tiered task design, and specialized textbooks, online courses, and disciplinary competitions have been put into practical training activities. Some SMEs hope to develop online marketing channels and provide business data and online operation records to students for analysis, but some enterprises cannot provide core materials for daily teaching due to data security concerns. In this regard, teachers need to conduct comprehensive and detailed analysis of enterprise marketing materials and screen marketing consulting projects. However, some teachers have insufficient understanding of industry conditions across all sectors and may not be able to meet actual needs.

2.2 Constructing the ISP4P core model for network marketing diagnosis

The team has long conducted research on enterprise diagnosis and summarized the ISP4P model, which contains four modules: basic enterprise Information, market environment SWOT analysis, online market Positioning, and 4Ps marketing strategy. The first module, basic Information, is used to widely collect and organize basic materials such as enterprise qualifications, trademarks, and main product categories, providing a reliable basis for diagnostic analysis. The second module, market environment SWOT analysis, requires comprehensive analysis of the internal and external conditions in enterprise development. The third module, online market Positioning, is committed to segmenting the market in which the enterprise operates, drawing user profiles, and helping enterprises choose online marketing channels. The fourth module, 4Ps marketing strategy, combines the comprehensive analysis of the first three steps to formulate marketing schemes (Hou, 2026). By creating the ISP4P model, the influencing factors corresponding to each module are extracted and analyzed, providing accurate reference for research. Therefore, in student project training, the ISP4P model can be used as an important basis, and it can also be applied to business diagnosis of SMEs. It should be noted that the ISP4P model has applicable boundaries, so it needs to be used in combination with other analytical tools such as STP and VACSR according to the actual situation and needs of enterprises.

2.3 Reconstructing course content based on the diagnostic model

In the course teaching reform, the analysis results of the ISP4P model are used as an important basis to adjust the limitation of traditional teaching activities carried out according to the order of textbook chapters, and appropriate theoretical knowledge is fully applied throughout the entire process of enterprise marketing diagnosis. Based on the above analysis, the ISP4P model contains four modules that reflect the logical sequence of enterprise diagnosis. In the teaching reform, the teaching process can also be adjusted according to this sequence (Tong & Liu, 2025): first complete tool learning, then launch project advancement, have theoretical content serve practical tasks, and finally summarize practical feedback to continuously deepen theoretical understanding. In addition, in the teaching process, practical training such as interview communication, material archiving, and diagnostic report writing can be designed and carried out. By integrating the idea of combining positions, courses, competitions, and certificates into the entire process of teaching reform design, and reasonably interspersing competition assessment points, vocational certificate ability requirements, and new business format marketing cases, rich materials can be provided for students to improve learning outcomes.

3. Teaching Implementation of Course Reform Supported by Real Enterprise Project Diagnosis

3.1 Screening enterprise diagnostic projects and decomposing tasks

In the course reform, through cooperative enterprises and alumni channels, the SME resource pool can be continuously expanded, and required project resources can be screened from it in daily teaching. In addition, students can independently apply for intended enterprises. In the screening of real enterprise projects, comprehensive consideration must be given to enterprise suitability, openness of business materials, and the match between task workload and semester class hours. If an enterprise project's demands are vague and core operational data cannot be obtained, it can be directly excluded. After determining the cooperating entity, on-campus teachers join with enterprise leaders to decompose project tasks, clarify the enterprise's overall marketing optimization demands, and then divide them into multiple sub-tasks according to course progress arrangements. In this process, the granularity of sub-tasks needs to be adjusted according to the ISP4P model and in combination with class learning conditions. Common work items include enterprise information collection, marketing environment assessment, positioning rationality analysis, marketing strategy review, problem summary, and optimization direction formulation (Liu, 2026). For each type of work item, clear output requirements need to be set, such as information

ledgers, SWOT forms, positioning assessment records, problem lists, and optimization idea documents. Class students are divided into multiple groups, each group undertakes one type of work item, and each group independently completes information collection, interview communication, data organization, document writing, and enterprise position matching.

3.2 Integrated design of classroom teaching and project diagnosis

In the entire project diagnosis process, not only theoretical knowledge but also project practice needs to be interspersed. On the basis of clarifying enterprise demands, appropriate theoretical knowledge and tools are selected to organize research, write marketing schemes, implement feedback summaries, and continuously revise. In this process, theory can serve as a project analysis tool. If improper theoretical application is found in project diagnosis, students need to study theoretical knowledge in depth according to actual needs and enrich their own theoretical knowledge structure (Chen, 2026). In project diagnosis, the ISP4P framework is established, and based on network marketing foundations, interview methods are used to carry out investigation and analysis, and summary reports are compiled. Each group advances at a different pace. For common problems fed back by each group, special seminars can be set up separately to solve them. For example, if students' user profiles are biased, STP positioning content needs to be supplemented; if students have difficulty identifying shortcomings in the marketing area, channel-specific discussions can be organized. To ensure the effectiveness of teaching activities, periodic summaries need to be carried out regularly, requiring each group to display research outcomes and raise problems found during research for the whole class to analyze. In this process, teachers need to pay attention to each group's performance and provide timely guidance suggestions to guide students' independent thinking and inquiry. It should be noted that in group discussion and analysis, not only textbook cases but also real cases provided by teachers can be used. Before this, cases need to be anonymized to avoid enterprise information leakage.

3.3 Group diagnostic practice and scheme output

In the marketing diagnosis of study groups, the complete ISP4P process must be strictly followed. First, organize the materials provided by enterprises, public online information, and online and offline interview records. Second, use the SWOT analysis method to comprehensively analyze the internal and external conditions faced by enterprise marketing, and reasonably judge the match between the enterprise's online positioning and target customer groups. Third, check and analyze the current status of product, price, channel, and promotion operations and summarize problems (Yang, 2025). Within each group, discussions are actively carried out, problems are summarized, and improvement ideas are proposed based on professional theoretical knowledge. All materials are integrated to compile a complete diagnostic scheme, including sections such as enterprise overview, marketing status review, problem diagnosis, and optimization strategies. In group diagnostic training, efforts are devoted to cultivating students' abilities in information retrieval, teamwork, business assessment, and document writing, avoiding the shortcomings of previous teaching that required students to mechanically memorize theoretical knowledge. For massive enterprise marketing data, appropriate data organization tools can be selected to reduce the difficulty of basic information processing. Tool output results can only be used as reference; students need to propose marketing schemes based on their own judgment, avoiding any impact on students' independent thinking ability.

3.4 Aligning outcomes with enterprise feedback and scheme iteration

After completing the diagnostic project and summarizing the diagnostic results, a diagnostic report is formed and submitted to the enterprise. Based on its own funds, business resources, and operational constraints, the enterprise points out parts of the report that deviate from actual conditions and emphasizes core demands. The group reviews the project diagnosis process and results, and adjusts parts inconsistent with the enterprise's actual situation. If data are missing, research can be conducted again to fully understand enterprise operational details and continuously optimize the document. The above process has much in common with business consulting processes. It aims to guide students to continuously adjust according to the enterprise's actual situation, enhance practical cognition, and clearly realize that in scheme preparation, not only professional theoretical knowledge but also enterprise resource constraints need to be understood.

4. Evaluation Design for Course Reform Supporting Real Enterprise Project Diagnosis

4.1 Establishing an evaluation approach combining process and outcomes

In the past, student assessment was generally based on final examination papers and a single report. In teaching reform, process evaluation also needs to be strengthened. Under the project-based diagnostic model, the quality of the final report can only be one part of the assessment; students' growth and changes during the project cycle also need to be examined. For example, students' data collection, discussion participation, communication performance, and adjustment effects after receiving feedback can all

serve as important bases for teaching evaluation (Cui, 2025). In addition, the weight of theoretical memorization assessment should be moderately reduced, and the comprehensive ability to apply the ISP4P framework and handle real marketing problems should be the focus of evaluation. Adjusting assessment content guides students to pay close attention to the entire practical process, consistent with the OBE outcome-oriented approach. However, it should be noted that because real enterprise project diagnosis projects are large in scale, recording process evaluation results involves a heavy workload, and teachers may find it difficult to pay attention to all students' learning progress.

4.2 Setting multidimensional diagnostic evaluation indicators

In creating the evaluation indicator system, reference can be made to enterprise diagnostic business processes, involving four dimensions. The first is the diagnostic process dimension, which evaluates the completeness of materials, implementation of interviews, and quality of completion of each sub-task. The second is the scheme quality dimension, which examines the standardization of ISP4P application, objectivity of problem diagnosis, appropriateness of strategies, and accuracy of report logic and format. The third is the teamwork dimension, which evaluates the effectiveness of group cooperation and division of labor and the effectiveness of intra-group communication. The fourth is the enterprise feedback dimension, in which diagnostic results are submitted to enterprises and enterprises provide feasibility evaluations. The evaluation standards for the above four dimensions differ, which can significantly avoid the influence of subjective factors in scoring and make reasonable assessments of students' professional reserves and practical literacy. In addition, the idea of value-added evaluation can be introduced to compare students' performance at the beginning and end of the project to understand students' learning and growth.

4.3 Forming multiple collaborative evaluation subjects

To avoid the drawbacks of a single scoring model by the course instructor, evaluation subjects need to be increased, including on-campus teachers, cooperating enterprises, and students. Students self-evaluate the completion of their personal work in the project; group members evaluate each member's task completion; teachers evaluate students' theoretical knowledge application in project practice from a professional perspective; and enterprises evaluate the effectiveness and executability of students' schemes from the perspective of industry practice (Zheng, 2024). By summarizing opinions from all parties, students' practice scores can be generated, avoiding the limitations of a single evaluation subject. However, the multi-subject evaluation model also has certain shortcomings: coordination costs among parties are relatively high, and enterprises often lack sufficient time to review student reports. Therefore, the opinions provided are relatively general and of low reference value.

5. Optimization Paths for Advancing Course Reform Through Real Enterprise Project Diagnosis

5.1 Expanding the enterprise project pool and standardizing project entry and exit management

To enrich the project resource pool, schools should continuously expand SME cooperation channels. Cooperative enterprises should involve multiple industries and business entities at different development stages, making it convenient to provide real cases for students in daily teaching. In addition, in resource pool management, rules for entry, use, and exit should be established. At the entry stage, enterprise core demands should be clarified and enterprise material openness conditions assessed. After project use is completed, enterprises should be visited to record the entire teaching process and effects. If enterprise project demands exceed the boundaries of course capabilities, or if enterprise projects cannot provide business materials, they need to be removed from the resource pool. In addition, enterprise resource archives should be established, registering industry, marketing demands, and past use records, making it convenient to view and screen projects at any time and providing resources for teaching reform practice.

5.2 Expanding the application of digital tools based on the diagnostic model

Under the ISP4P framework, digital tools can be reasonably applied throughout the project diagnosis process. For example, in information collection, enterprise operational data and user comments can be obtained through online channels; in data analysis, sentiment tendencies and user characteristics can be classified; and in report preparation, enterprise marketing data can be visualized. It should be noted that digital tools can only serve as aids. Under the framework, students need to make full use of the knowledge they have learned to carry out independent thinking (Zhang, 2024). In addition, after the project is decomposed into multiple sub-tasks, sub-tasks can be reasonably embedded in the tool operation training stage, effectively combining classroom practical training with workplace operations. Teaching experience and outcomes can provide reference for the research and development of marketing diagnostic systems for SMEs.

5.3 Improving the school-enterprise feedback mechanism and highlighting the implementation of outcomes

To strengthen cooperation between schools and

enterprises, the two-way feedback link between schools and enterprises needs to be continuously optimized. Feedback timing and content requirements should be clarified to avoid adverse effects on teaching progress arrangements after feedback. If enterprise conditions permit, professional review of finalized schemes can be conducted and accurate judgments made. For some cases, the adoption of recommendations needs to be continuously tracked. In the teaching process, the important role of diagnostic services in operations must be clarified, and students must be told that in the implementation of schemes, factors such as funds, market, and internal management have a great impact and must be comprehensively considered and analyzed (Li, 2024).

6. Conclusion

In summary, the goal of the teaching reform of the Network Marketing course is to promote innovative adjustments in learning methods and educational objectives. Introducing real enterprise diagnostic projects into classroom reform not only provides students with real teaching materials but also guarantees students' status as the main subject of learning. In project diagnosis, students independently explore problems, collaborate, propose schemes, and continuously optimize them. In practical course innovation, students are encouraged to use digital tools for diagnostic analysis in combination with actual enterprise needs. To ensure the smooth advancement of teaching reform, school-enterprise collaboration and dynamic iterative optimization need to be strengthened, and a course connection channel should be established between classroom learning and industry practice to help cultivate application-oriented e-commerce talents.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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