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Research on "Four Realities" Teaching Concept and "TOPIC" Teaching Mode Based on Undergraduate Marketing Course

Man Guo

Qiannan Normal University for Nationalities, China

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Representative e-Mail: gm516524746@qq.com

ABSTRACT

In the teaching of marketing courses, this research focuses on the lack of students' awareness of exploring and previewing before class; the effect of group activities in class is insufficient; the ability to expand practice after class is lacking; the feedback of teaching effect is slow to obtain, and teaching strategies are adjusted slowly, these four "pain points" in teaching, based on the analysis of teaching practice and learning situation, I specially designed and constructed the "four realities" teaching concept, created the "TOPIC" teaching model, and created the "multiple and all-round evaluation system" as a highlight of teaching innovation design, the elements of ideological and political education are based on "cultivating people with morality, taking responsibility for the times, social responsibility, family and country feelings, practicing socialist core values, establishing and strengthening cultural self-confidence, and enhancing national pride. Use "Xuexitong" APP to carry out teaching content, teaching process design and whole process information management. Through the formulation and implementation of the "Four Realities" teaching concept and the "TOPIC" teaching model, it has effectively achieved the teacher's direction and individual lessons. Exploration in the front; the teaching process is designed, and the group class is good at discussion; the advanced development is in-depth, innovation and challenges are strong in practice; the teaching effect is responsive, and the teaching strategy is adjusted immediately.

Keywords: "Four Realities" Teaching Concept, "TOPIC" Teaching Model, Multiple and All-Round Evaluation System Marketing Course, Teaching Innovation.

I. INTRODUCTION

The speed of Marketing course and teaching innovation must according to social development to change and adjust. For instance, in previous, most of the teachers used traditional teaching concepts and teaching modes, even teaching methods. It means these kinds of methods can't absorb students' attention and interests, they even don't have group tasks or interaction between teacher and students. So, in order to cultivate more practical talent. Teaching concepts, modes and assessment systems should be changed and adjusted. Zhu Feng (2022), mentioned at present, although the theoretical knowledge of students cultivated based on the traditional teaching model is solid, their practical hands-on ability is insufficient. In order to better serve enterprises and society, the Chinese higher education community has gradually realized that it is necessary to strengthen practical teaching. To improve students' practical ability and ability to solve practical problems.

II. METHODOLOGY

This research is a combination of qualitative research and quantitative research. On the one hand, the teaching concept of "four facts" is a new concept constructed by teachers through exploration and research based on the problems found in teaching practice. On the other hand, through the data comparison of students' participation in activities in the two semesters, it is found that after the teaching innovation, students' participation in the seven teaching activities has been significantly improved. The data comes from the APP "Xuexitong" (This is a teaching and learning APP that all Chinese universities using).

III. DISCUSSION

3.1 Overview of the Development of Marketing at Home and Abroad

1. Course introduction and orientation

"Marketing" is an applied science based on economic science, behavioral science and modern management theory. Research on the process and regularity of corporate marketing activities centered on satisfying consumers' needs, with the characteristics of whole process, comprehensiveness and practicality; pay attention to the systematic elaboration and introduction of marketing-related theories, methods and techniques, and highlight the basics of marketing Concepts, theories, methods and skills; try to combine knowledge introduction, skill training and concept cultivation to help students lay a solid knowledge foundation in future career development, enhance market understanding, and strengthen cultural self-confidence; guide students to establish a correct world outlook, life Concepts and values, consciously practice the core socialist values, and become a high-quality applied talent with all-round development of morality, intelligence, physique, beauty and labor.

2. Overview of foreign development

Marketing was born in the United States in the early 20th century. With the development of social economy and market economy, marketing has undergone fundamental changes. It has evolved from traditional marketing to modern marketing, and its application has expanded from for-profit organizations to non-profit organizations, and from domestic to foreign. Today, marketing has become an applied edge management discipline combined with business management and economics, behavioral science, anthropology, mathematics and other disciplines. The emergence and development of western marketing is closely related to the development of commodity economy and the evolution of business philosophy.

3. Overview of Domestic Development

Before the founding of the People's Republic of China, although my country had conducted some research on marketing (called "sales" at that time), it was limited to a few colleges and universities with business or management majors. From 1949 to 1978, in addition to the extensive research and application of this discipline in the academic and business circles in Taiwan, Hong Kong and Macao, the research on marketing was interrupted in the entire Chinese mainland. During the more than 30 years, domestic academic circles have little knowledge of the development of foreign marketing. After the Third Plenary Session of the Eleventh Central Committee of the CPC, the CPC Central Committee put forward the general policy of opening up to the outside world and invigorating the inside, thus creating a favorable environment for my country to re-introduce and study marketing. In 1978, some scholars and experts in Beijing, Shanghai and Guangzhou began to work on the introduction and research of marketing. Although it was still limited to a small scope at the time, and it was also called "Introduction to Foreign Business" or "Principles of Sales" in its name, it was the first step in the introduction of marketing. After more than ten years, my country has made gratifying achievements in the research, application and development of marketing.

3.2 Construction of The Teaching Concept of "Four Realities"

The "four realities" teaching concept is "Functional, Practice, Effectiveness, Real-time". Through the construction of this concept, the teaching content and process are optimized and the teaching effect is improved.

1. "Functional" - industry recognition, local service, rural revitalization

(1) Industry recognition

By studying the "Marketing" course, students can find employment after graduation, be recognized in different industries, and give full play to their own advantages, intelligence, knowledge and skills in different positions, and apply what they have learned.

(2) Service place

Combining the professional characteristics of economics majors, encourage and guide students to actively serve the locality and hometown after graduation, and help farmers in their hometown to carry out online and offline dual-channel marketing of "agricultural special products, ethnic handicrafts, intangible cultural heritage handicrafts", etc. Planning to promote local farmers to increase their incomes and get rich, and let more "Guizhou goods come out of the mountains".

(3) Rural revitalization

Use the knowledge of marketing, economics and other disciplines to carry out the transformation, innovation and application of knowledge, drive the high-quality development of the local economy, help rural revitalization, and help the people of the hometown achieve common prosperity.

2. "Practice" -- study and application, school administration and enterprise, industry, study and research.

(1) For school use

Through the practice of group activities in the class → to learning, understanding, comprehension → to the transformation and application of knowledge.

(2) School, government and enterprise

Study and implement the policies and opinions issued by the government to support the local economy. The school trains the talents needed by the enterprises for different positions, and the enterprises provide employment positions and provide a platform for the development of talents. The three form a joint force to jointly promote the high-quality development of the local economy.

(3) Industry-university-research

Enterprises, schools, and research institutes should give full play to their respective advantages and cooperate deeply in talent training, school-enterprise cooperation, and transformation of scientific research results. Enterprises create more jobs and scientific research institutes provide enterprises with scientific research results, and at the same time, they jointly bring more economic benefits to the society and localities.

3. "Effectiveness" - high-level, innovative, challenging

(1) Higher order

Li Zhongjin, Feng Kaihua (2022) Through the hybrid model of traditional education and Chaoxing Learning Pass, students have deepened their understanding of the curriculum, combined with advanced knowledge, increased students' awareness of self-learning, and encouraged students to learn independently and in-depth. Teachers make full and flexible use of the "Learning Pass" information platform, publish exploration and preview learning tasks in the "discussion area" or "homework area" before class, and guide students to actively collect and read academic literature, news reports, consultation and other related course content. Research reports, video materials. In the process of pre-exploration and exploratory learning, students can complete learning tasks independently or in groups, and cultivate students' independent learning, teamwork, comprehensive ability to solve complex problems and higher-order thinking.

(2) Innovation

In the course design, teaching content and teaching process, use the "Xuexitong" information platform ingeniously and rationally to design teaching and activity themes, and use the "Xuexitong" on "quick answer", "selection", "group tasks" and "discussion" "Learning evaluation" and other functions create a relaxed, harmonious and lively learning situation and atmosphere, stimulate students' innovative thinking and creativity, and improve learning enthusiasm, initiative and learning efficiency.

(3) Challenge degree

In the design of course content, it is not limited to the theoretical explanation of textbooks, but through "group activities", such as: through learning through "group tasks" activities, let students design brand names and logos for "agricultural specialties" in Guizhou, and work in small groups. Collaboration, using network resources, and finally presenting the "design work" on a large white paper, completed within a time limit, increasing the challenge of learning.

4. "Real-time" - curriculum ideological and political, subject frontiers, industry hotspots

(1) Course ideology and politics

Wang Xuejian and Shi Yan (2020) pointed out that the essence of curriculum ideology and politics is to cultivate people by virtue, and the concept of curriculum ideology and politics is to educate people collaboratively. Li Li (2022) In order to realize the systematic ideological and political integration of the curriculum, according to the ideological and political goals of the marketing course, the most important ideological and political concepts such as core values, marketing professional values, social responsibility integrity, innovation, rule of law, and sense of responsibility will be fully reflected. Political elements run through different chapters, and the discussions on the same ideological and political theme in each relevant chapter complement each other from different angles and are presented systematically. Adhering to the concept of "ideological and political education" in the design of course content, integrating professional learning with course ideology and politics, walking in the same direction, moisturizing things silently, for example, when explaining "brand and brand equity", the introduction of China's "internationally renowned catering brand" —— Haidilao hotpot" is used as a case study to encourage students as young college students in the new era, whether in their student days or in the future workplace, employment and entrepreneurship, while spreading traditional Chinese food culture and telling Chinese stories well, they must also responsible for the times, take the initiative to assume social responsibilities, and actively practice the core socialist values. When explaining "brand design", a well-known domestic brand "Huawei" was introduced as a teaching case to let students know that with the joint efforts of 1.4 billion Chinese, my country's international status, comprehensive strength and international influence are improving day by day. my country has become the second largest economy in the world. "Huawei" ranks among the "Top 100 Global Brands in 2021" among many well-known brands in the world.

(2) Frontiers of disciplines

Guide students to actively pay attention to and explore the frontiers of disciplines. For example, in the "2022 National Social Science Fund Project Selection Guide", one of the selected topics is "Research on the Mechanism and Path of Small Farmers Connecting to the E-commerce Market in the Background of Rural Revitalization", which inspires and encourage students to actively study, read literature and conduct field research, write academic papers, research reports.

(3) Industry hotspots

Lead students to pay attention to and learn about industry hotspots, for example, to learn "State Council 2022 Document No. 2: "The State Council's Opinions on Supporting Guizhou in the New Era of Western Development", in which Article 9 states: "In-depth implementation Brand-strengthening the agriculture strategy, to create a group of regional public brands, agricultural enterprise brands and agricultural product brands." Students are encouraged to establish product brand awareness in the class. The class designed group activities to conceive and design brands for "Guizhou agricultural specialties". Students are highly involved in the transformation, innovation and application of knowledge.

3.3 "Topic" Teaching Mode Formulation

Wen Zhiqin et al. (2022) pointed out that at present, most colleges and universities focus on the theoretical direction for the setting of this course, lack the cultivation of professional knowledge, neglect the cultivation of practical

operation ability, and even replace practical teaching with theoretical teaching. The author focuses on teaching, first, lack of self-awareness of exploration and preview before class; second, insufficient effectiveness of group activities in class; third, lack of practice ability after class; fourth, slow acquisition of teaching effect feedback, "Slow adjustment of teaching strategies", these four "pain points" in teaching, the researcher created a "TOPIC" teaching model, as shown in Figure 1, namely "Task-driven , Operation practice, Process management, Interactive communication, cooperative discussion (Cooperation)". Students focus on a grouped task "topic" released by teachers in "Learning Pass", namely "TOPIC", "to carry out learning tasks (Task), and to transform, innovate and apply knowledge in practical operations (Operation), and teachers process the whole process. (Process) guide management, conduct teacher-student, student-student interaction learning in class, and produce group results in the form of team cooperation (Cooperation) and group discussion." This model can cultivate students' team awareness and ability of division of labor and cooperation. And high-order thinking of active exploration and innovation.

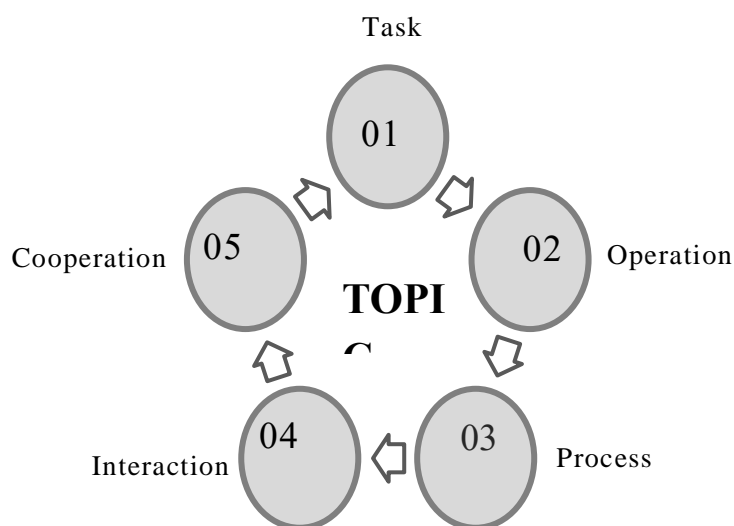


Figure 1 "TOPIC" teaching mode

3.4 Evaluation system innovation

This course adopts the method of "multiple and all-round evaluation". The evaluation subject, adopts the method of "student mutual evaluation, teacher evaluation, student self-evaluation, and online questionnaire system evaluation through learning".

1) Student mutual evaluation

- ① Evaluate the achievements of other groups with the help of the "Xuexitong" APP in class.
- ② Excellent study, check and fill omissions.

2) Teacher evaluation

- ① Comment on students' learning outcomes and evaluate them on the "Learning Pass" APP
- ② Praise for excellence and make suggestions

3) Student self-evaluation

- ① Self-assessment with the help of "Xuexitong" APP in class.
- ② Find deficiencies and reflect on improvement.

4) Online questionnaire system evaluation

- ① Evaluate teaching with questionnaires after learning
- ② Feedback on learning effect.
- ③ Teachers adjust teaching strategies in time.

All-round evaluation, as shown in Figure 2, is mainly a combination of formative evaluation and summative evaluation, and emphasizes the importance of the learning process. Among them, the formative assessment accounts for 50%, and the summative assessment accounts for 50%. The formative evaluation process is mainly composed of three parts: Before class, During class, and After class. Learning through online digital records, summative evaluation and final examination, including writing "Guizhou Agricultural Specialty Marketing Planning (60%) and group on-site planning results' reporting (40%).

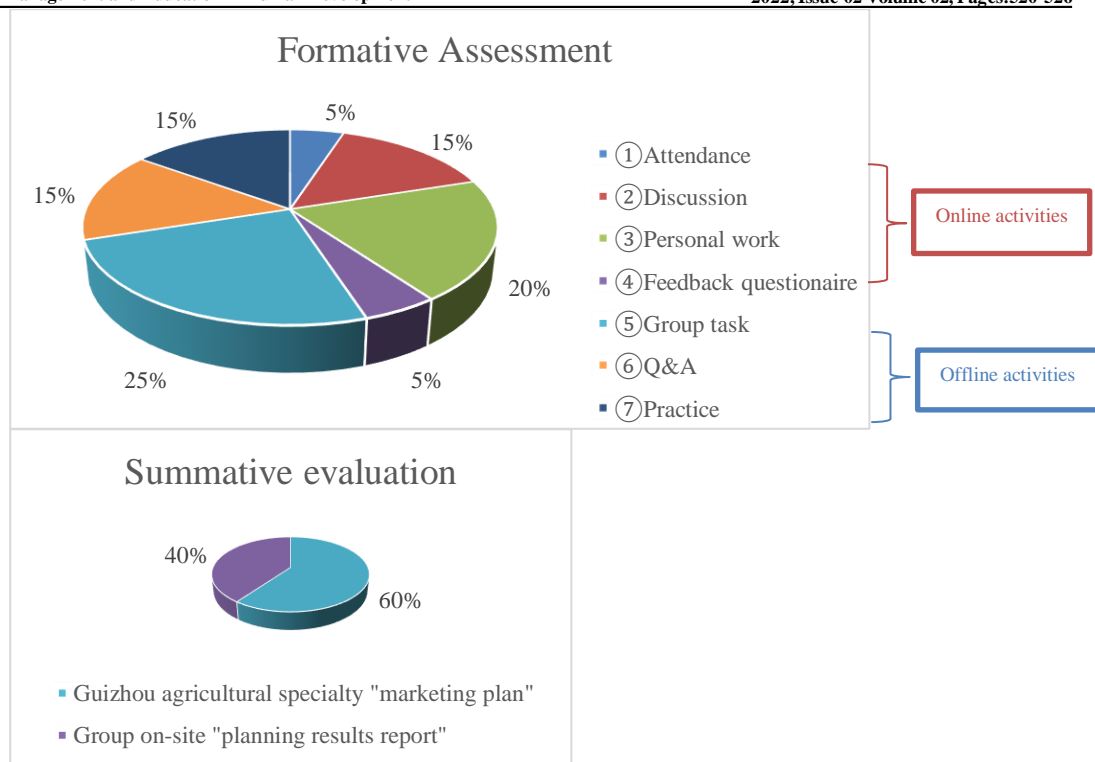


Figure 2. Formative evaluation combined with summative evaluation

3.5 “Four Realities” Teaching Concept and The Implementation Effect of “Topic” Teaching Mode

The teaching design and implementation of this course are based on "study situation analysis" and "marketing course ideology and politics". The teaching mode, teaching content, teaching method, and evaluation system have been recognized by students. Through practical teaching test, the established learning goals have been achieved.

1. Significantly improved learning interest and efficiency

Based on the teaching concept of "Four Realities", through the implementation of the "TOPIC" teaching mode, the following four teaching effects have been effectively achieved:

- (1) Teachers guide and have direction, and personal exploration before class.
- (2) The teaching process is well-designed, and the group class is good at discussion.
- (3) High-level expansion has depth, innovation challenges and strong practice.
- (4) The teaching effect is responsive, and the teaching strategy is adjusted immediately.

Solve the "pain point" problem of teaching. The composition of the course "online and offline activities" is shown in Figure 3, and the comparison of the participation rate of the course activities "before and after teaching innovation" is shown in Figure 4.

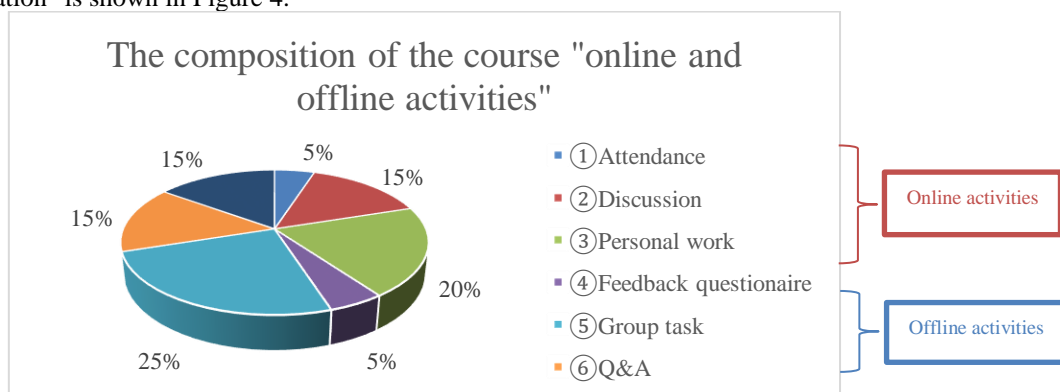


Figure 3. Composition of “Online and Offline Activities” of the course

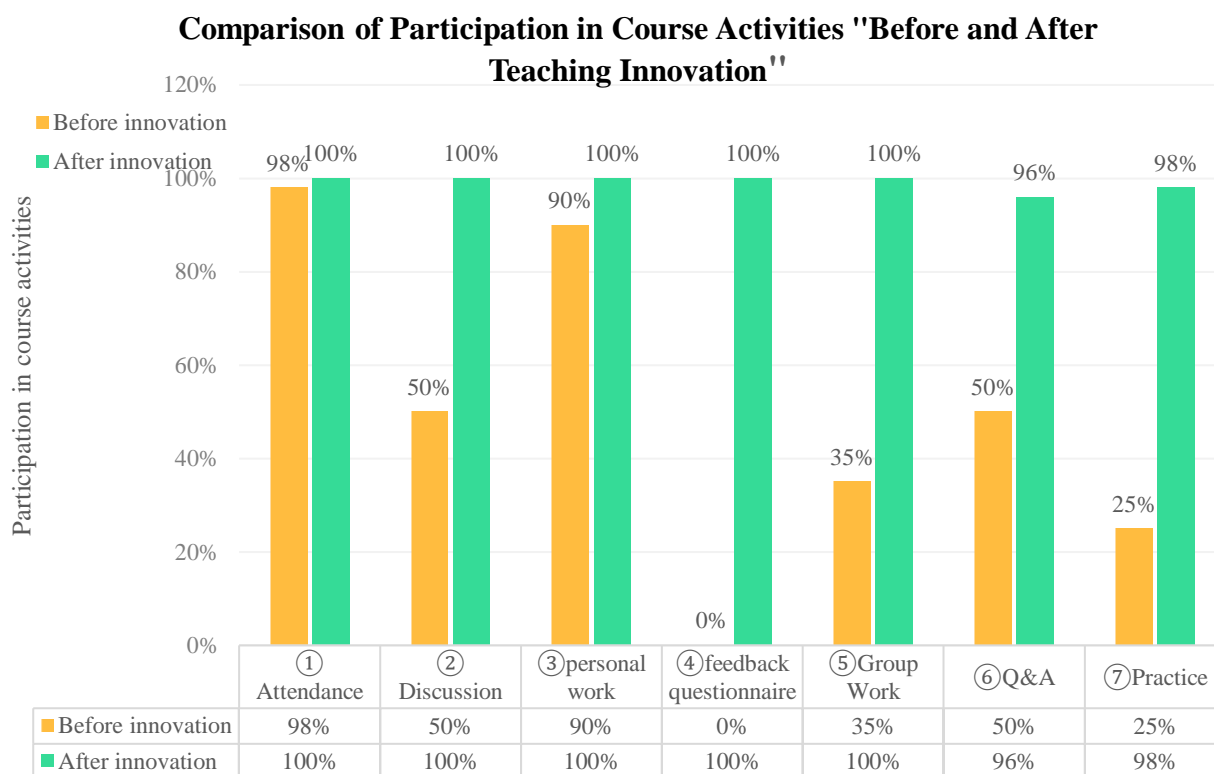


Figure 4. Comparison of the participation rate of course activities before and after "teaching innovation"

(2) High recognition from enterprises and society

Students have won many awards in social practice and competitions, and won the honorary title of "Excellent Intern" during their internship at Walmart (Guizhou) Commercial Retail Co., Ltd., a "school-enterprise cooperation unit".

3.6 Characteristic Innovation in Marketing Course

1. Featured Innovation

(1) Construct the "Four Realities" teaching concept and create the "TOPIC" innovative teaching mode

Based on the characteristics of the marketing discipline and the actual learning situation of our school students, the teachers of the course group construct the teaching concept of "practical, practical, effective and real-time", create the "TOPIC" innovative teaching model, and cultivate talents with both political integrity and ability to meet the market demand. The teachers of the course group keep pace with the times, guide students to pay attention to social and industry hotspots, pay attention to the frontiers of disciplines, guide students to establish a sense of serving local economic development, and help students build self-confidence.

(2) Ideological and political education and professional learning go together in the same direction, moisturizing things silently

"Typical cases" are introduced into the teaching design for analysis, such as the chapter "Brand Strategy" of the participating course, which introduces the famous Chinese catering brand "Haidilao Hotpot" and the international technology giant's domestic brand "Huawei" as cases to guide students to actively promote China Traditional food culture, disseminate Chinese brands and tell Chinese brand stories well, spread Chinese voice and Chinese power, establish and strengthen cultural self-confidence, actively practice socialist core values in study, employment and innovation, have home and country feelings, and be proud of the nation feel.

(3) Mind map course summary, course questionnaire feedback, and adjustment of teaching strategies

Classroom summaries are presented in the form of mind maps to help students sort out what they have learned and make knowledge organized and systematic. Set up after-class questionnaires, obtain students' course feedback in time, and adjust teaching strategies in time.

(4) Build a multi-dimensional and all-round evaluation system

Diversity: student mutual evaluation + teacher evaluation + student self evaluation + questionnaire evaluation of teaching. Process evaluation: 5 online activities and 3 offline activities are used to conduct comprehensive learning evaluation in the whole process of teaching. Each link is assigned a proportion of scores, and students' learning is digitally recorded and managed.

Formative evaluation: The writing of "Guizhou Agricultural Specialty Marketing Planning Book" and the "Report on Marketing Planning Results" have formed a high-level and innovative approach of "group discussion +

literature review + practical research + division of labor and collaboration + achievement output" Sexual, challenging mode.

IV. CONCLUSIONS

Through the construction of the "Four Realities" teaching concept, creates the "TOPIC" teaching model, innovates the evaluation system, and integrates the concept of "ideological and political education", "student-centered", throughout the entire teaching process. Innovative design promotes students' enthusiasm for learning professional courses, improves learning enthusiasm and efficiency, and achieves good innovative teaching results. It has been recognized by society and enterprises, and can be promoted and applied to more professional courses. The "Four Reality" teaching concept and the "TOPIC" teaching model formulated by the author are currently mainly used in the teaching practice of marketing courses. The above concepts and modes are further updated and improved. The specific effectiveness is following:

1. The development of outreach activities before and after class increases students' knowledge reserve, broadens students' horizons, expands their thinking, and makes classroom teaching more efficient.
2. The teacher's guidance and supervision combined with the reward mechanism fully mobilize the initiative and enthusiasm of the students' learning and improve the learning efficiency. The establishment of the reward mechanism makes students feel a sense of achievement and honor, and their learning enthusiasm, initiative, and efficiency are significantly improved.
3. The group learning is carried out in an orderly manner, the mutual aid effect of the student team is obvious, the communication efficiency is improved, and the learning efficiency is improved. Students develop the habit of actively participating in group activities, and establish a sense of sharing weal and woe between individuals and teams.
4. Through the demonstration in the classroom and the encouragement of the teachers, the self-confidence of the students in public speaking has been significantly improved, and the number of group representatives who voluntarily presented has also increased.
6. The members of the group are diversified, and each plays their advantages and cooperates with colleges and universities to complete group activities.
7. The combination of theory and practice enhances students' ability to analyze market and economic issues, and enhances the "advanced", "innovative" and "challenging" of teaching.

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