

Higher Education Innovative :Based on Problem-Solving Course Design and Student Development

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Abstract. In recent years, the knowledge economy driven by the high-tech industry, has strengthened the consciousness of enterprise organization crisis, and carried out internal and external innovation management in response to the changing times. Schools are knowledge-intensive organizations that are closely related to the development of society, especially higher education which is the source of knowledge innovation. In the era of knowledge economy, schools must constantly carry out innovation in order to meet the successive challenges. Moreover, teachers need to constantly update their knowledge and innovate their teaching skills, to improve their ability as to master the dynamic environment, acquire new information, and use multiple teaching materials for teaching, and then foster the next generation of competitiveness.

1. Introduction

Higher education plays an important role in providing people with skills for innovation. What kind of higher education teaching can be conducive to the strengthening of skills for innovation. Sabine and Kiira consider the problem-based learning method are more effectiveness than traditional approaches [1]. In addition, a total of 203 students studying entrepreneurship education in Korean universities were studied the relationship between problem solving ability, innovation behavior and opportunity perception. The results show that problem solving ability positively affects innovation behavior and opportunity perception [2]. That classroom students practice and concept generation, it is through the teacher to adopt the teaching on the expert-style problem-solving [3]. An empirical comparison between students attending a traditional medical school and those attending a problem-based medical school. Students in the problem-based school appear to have an approach to learning which more closely approximates the aims of most medical schools. The results provide support for the philosophies and strategies of the problem-based [4].

In order to cultivate students' innovative thinking and problem solving ability, the problem oriented practical teaching should be firstly introduced outside the theoretical teaching. Course design may by tutoring students complete a report implementation on creative marketing strategy. From the perspective of marketing management, the analysis of internal and external environment of the enterprise and the strategy formulation are discussed. Target in teaching students learn to formulate marketing strategy, implement development assignments, as well as the management of old and new product/brand required knowledge and skills, in the direction is a management perspective, emphasizes the important principles, principles or methods in the planning, development and management of commodity marketing, and analyzes the global relevant products/brands, industries and markets from an international perspective. Course aims to stimulate students' creativity, including the introduction of marketing methods of creative products or services and the report implementation of creative marketing strategies of enterprises. Teachers can help students to develop creative marketing ideas, provide consumable resources for marketing management courses, direct creative marketing management reports, and encourage students to participate in the survey of creative marketing strategies in various industries, so as to improve the effectiveness of creative marketing. A marketing plan needs to have a goal, a vision, an ideal. With time and effort, the goal vision can be

achieved. Some people compare marketing plan to battle plan, just like before putting into a battle, we must first draw up some battle outline, more importantly, we must have the belief of winning, only by this passionate battle of wits have the chance to win the war. Carefully analyze the content of marketing enterprise, at least a few important elements will be included in it:

1.1 Analysis of the current situation

This consists of two levels. Firstly, it starts from the observation of the environment, and then gradually explains the relationship between various roles in the environment, and applies these environments to itself for SWOT analysis, which is the so-called Strength, Weakness, Opportunity and threat analysis. However, these four considerations may affect the views of events. For example, putting Opportunity as the first consideration is totally different from putting Threats as the first consideration.

1.2 Set goals

After the analysis, the priorities will be determined based on urgency, and find a goal for each phase. For example, orders have break-even point. Virtual orders can also be used to set sales volume as quantitative indicators, market survey, peer performance comparison and so on are used as stage target assessment.

1.3 Strategy formulation

From now until the goal of each stage, must be achieved in some way, this is the required strategy. Usually high urgency, need a short and stable path, otherwise can not beat competitors. Managers should tread carefully between risk and the speed of competition, don't rush into unnecessary shortcuts.

1.4 Execution mode

Multiple programming is from the perspective of 4P and 4C. 4P is the product-centered thinking of product, price, place and promotion. The 4C starts from the customer's point of view, including customer needs and wants, cost, convenience, communication and so on.

1.5 Resources

The money, the people, the assistance, this is the budget needed to achieve the goal.

1.6 Control

Any target needs to be controlled during execution in order to catch up (or slow down on the brakes). After implementation, it is necessary to review and investigate the effectiveness, so as to improve the deficiencies at any time and maintain a high competitiveness.

In view of this, the course plan should provide equipment and teachers related to creative marketing and writing business plans. Provide a learning platform, so that students can learn the basic principles and implementation technology of marketing management in school, inspire students' interest in learning by practical operation. To shorten the retraining period after entering the industry, increase the economic benefits of industry employment.

2. Practical course design

2.1 Content

Courses should be designed to make students more interested in the operation to aim at lively, lively and diverse practical teaching. In addition to teaching practical techniques and other tools, and provide practical case operation, to achieve the combination of theory and practice, strengthen students' creative marketing and business planning ability and level. Introduce the basic concepts and analysis tools of marketing planning, including marketing management 4P, customer relationship management 4C, SWOT analysis, STP strategy steps, Ansoff matrix strategy, Porter five forces analysis, creative case, etc.

2.2 Methods

The teaching laboratory provides information equipment, case films, creative teaching tools and materials. Divide the students into groups of 4-6 and invite 3-5 classroom teachers and industry experts for guidance. And handle the case closing competition, the final completion of a report. At the end of the course, a course satisfaction questionnaire will be conducted among the students.

3. Application-oriented talent cultivation strategies-based on students learning

3.1 Course planning conforms to educational objectives professional development, social and industrial development needs, and consideration of student characteristics, cultivate students' professional knowledge, practical ability and humanistic quality.

Training programs should be comprehensive, innovative, practical and international. Comprehensive is to change the previous training of professional aspects of the single, and strive to form a broader professional vision; Innovation is to change the traditional training mode, highlighting the training program is conducive to the formation of students' innovation ability; Practicality is to pay attention to the combination of theory and practice, pay attention to doing in learning and learning by doing; Internationalism means to integrate the cultivation of talents into the tide of economic globalization with the vision of cultivating international talents. Therefore, it is necessary to change the disadvantages and situation of traditional training program which emphasizes theory and ignores practice, and actively formulate and implement new talent training program.

In order to achieve the above educational objectives, students shall complete the public courses within and the required (optional) courses for major. Before graduation students are required to pass the foreign language proficiency test, information ability and professional and technical certificates. Encourage students to take a wide variety of courses to develop their expertise in various fields. Enrich students' learning connotation, to meet the challenges of future environmental change, see table 1.

Table1 Student learning value chain

Add Value	Skill evaluations	
	Information learn	
	English proficiency test, Internationalization, Overseas study tour	
	Social services, Student associations	
	Practical topics, Enterprise visits, Workplace experience, Off-campus Internship, Graduation thesis	
	Professional basic course	Professional advanced course

3.2 Teachers' teaching can meet the needs of the industry and the characteristics of students. Apply appropriate teaching content and methods to improve learning efficiency

The cultivation of comprehensive talents must overcome the mode of traditional theory teaching. The design of teaching plan should be combined with practice. The following as:

3.2.1 Supplemented by case and information system teaching

In the classroom, teachers use case teaching (such as introduction to economic management books and newspapers, international financial management, corporate governance and other courses) to help students understand the practical operation of enterprises and industrial trends and changes through case discussion. In addition, establishing the economic, financial, marketing, professional classroom, for example, securities investment, e-commerce or ERP professional classroom, import the virtual simulation system, such as investment decisions and trading simulation system, system database contains a securities market value and portfolio, the company's financial software, through the professional laboratory teaching, to respond to the change of economy, the financial industry, to combine theory and practice, improve students' adaptability to enter the workplace after graduation.

3.2.2 Implementation theory and practice double-teaching

The teaching scores of practical teachers account for a certain percentage (for example, about 20%) of the total academic scores of the year. Practical teachers often use the latest practice as teaching

materials according to the curriculum outline to increase students' understanding of practice, and theoretical teachers can also follow the class and implement double-teacher teaching. And strengthen the interactive discussion between teachers and students.

3.2.3 Flexible teaching method and application of information technology

In addition to the traditional examination methods, students' learning achievements are assessed by using other diversified methods, such as group report, special competition, certificate examination or final report, so as to cultivate students' comprehensive problem-solving and teamwork ability.

3.3 Teachers participate in social practice activities to improve teaching quality

The function of social practice is to train students' professional practical ability, social adaptability and entrepreneurial ability. As a result, teachers should participate in more professional and technical ability study, so that the teaching content can be closer to the current situation of the industry. Teacher training and professional development are considered as necessary mechanisms to deepen teachers' content knowledge [5].

3.3.1 Teachers actively participate in internal and external studies to improve their professional and technical abilities;

3.3.2 Teachers actively participate in professional certification examination;

3.3.3 Teachers go to enterprises for service and study;

3.3.4 Teachers should participate in special lectures and practical discussions.

4. Conclusion

Through the classroom teachers and practical teachers to drive the curriculum. The practical issues as the core and students as the main body. Through individual active learning and full communication and collaboration among team members, students can learn the collective wisdom, collective thinking and team spirit of solving problems together. The problem-solving curriculum design allow students to learn to discuss and express their opinions with others, and to practice listening to others. Make the course more lively and interesting, can improve students' learning efficiency.

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