

# Feedback on the Practice of Blending Teaching Reform in Marketing Major

Chongmei Wang<sup>1\*</sup> Chonghong Wang<sup>2</sup>

<sup>1</sup> School of Management Shandong Technology and Business University Yantai, 264005, China

<sup>2</sup> Yantai Institute of Technology, Yantai, 264005, China

\*Corresponding author. Email:worshipmei7654@163.com

## ABSTRACT

According to the current situation of the course teaching, this course uses questionnaire survey and interview method to investigate and study nearly 300 students in school and graduation, thereby actively exploring and attempting the innovation and reform of the course teaching design. With the help of Internet plus modern technology, we will help China's excellent business and industrial personnel training, and put forward the top-level design of the mixed business negotiation course with the integration of Confucian business philosophy, realizing the unity of knowledge and practice, and practicing Taoism, and ultimately achieving the dissemination of business civilization. This will give rise to not only the cultivation of students' innovative ability, but also the dissemination of business ethics such as business truth, ideology and ideas, which are the source of China's long history. We should promote the deep integration of modern information technology and education and teaching, give full play to the leading role of teachers and the dominant position of students, make learning methods more diversified, learning ways more diversified and convenient, and learning experience more profound, so as to create a mixed curriculum ideological and political teaching mode under bebops. With the goal of cultivating outstanding business talents, students can master the law of development of things, understand the truth of the world, enrich their knowledge, increase their knowledge, and shape their character, so as to become disseminators and practitioners of Chinese Confucian culture and commercial civilization.

**Keywords:** Confucius thought, Blending teaching, Curriculum ideological, Political Education.

## 1. RESEARCH BACKGROUND AND PURPOSE

Modern society needs more compound talents that fit in with the times. In the teaching of higher education, if the teaching method is still based on simple textbooks, handouts and teachers' words, such a simple teaching mode of imparting knowledge is bound to be unfavorable to the cultivation of talents. Therefore, the teaching reform of curriculum has become the focus of modern teaching tasks. The teaching reform of curriculum is a profound change of educational thoughts, educational ideas, educational methods and educational behaviors [1-2], which puts forward new challenges to the teaching work of the school and provides a rare opportunity for the development of the school. School teachers also actively respond to the teaching reform policy and make corresponding adjustments in the curriculum.

The purpose of this survey is to test the effect of the curriculum reform and collect students' opinions and suggestions on the teaching reform [3], so as to get feedback and better adapt to the needs of students' development.

## 2. RESEARCH CONTENT

According to the purpose of the survey, the content of this survey is mainly from the current situation of classroom teaching, teaching content and methods, curriculum management and evaluation system, curriculum ideological and political education, students' learning pain points and teaching effect feedback. We design the following table 1.

**Table 1. Research frame**

Teaching condition	Classroom interaction
	Classroom atmosphere
	Participation in group discussion
	Understanding of knowledge points
Teaching content and method	Teaching way
	Learning activity
	Information technology soft application
Curriculum management and evaluation	Testing contents
	The fairness of evaluation system
Curriculum ideological and Political Education	The resonance of students
	The function of curriculum ideology and Politics
	The effect of curriculum ideological and Political Education
Students' learning pain points	Difficulties in learning
	Difficulties in homework
Feedback of teaching effect	Personal information
	Ability improvement
	Establishment of professional quality and marketing thinking

### 3. RESEARCH DESIGN

#### 3.1. Survey Design and Sample Size

Participants: 89 students majoring in marketing and 23 students majoring in logistics management.

Survey capacity: 112 students. The surveys involved 112 students majoring in marketing and logistics management, of whom sophomores accounted for 7.14%, juniors accounted for 92.86%, boys 31.25%, girls 68.75%.

#### 3.2. Data Collection Methods and Implementation Process

Data collection method:

Questionnaire, Implementation process.

#### 3.3. Data Processing Methods and Tools

In the later stage of data processing, the data results are classified, and the qualitative analysis method is used to screen the data and data scientifically and reasonably [4-5]. After screening the published questionnaire data, we can get the statistical data which has been listed in tables. According to the statistical results, we use Excel to transform the charts, and summarize and analyze the teaching situation after the curriculum reform.

### 4. STATISTICAL ANALYSIS OF SURVEY DATA

(1) According to the data, 42.86% of the students selected are very reasonable, and 55.36% of the students selected are reasonable. Therefore, the vast majority of the students think that the evaluation system of this course is reasonable. In the fair selection of the evaluation system, 38.39% of the students think that it is completely reasonable, 57.14% of the students think that it is possible to a certain extent, and 2.68% of the students think that it is impossible and have not been considered %79%. Therefore, most students think that the evaluation system of this course can fairly test students' ability to a certain extent, and a few students think that it is not possible or have not considered this problem [6]. At the same time, teachers will regularly publish and evaluate the evaluation results, which shows that students basically agree with this evaluation system, and test their learning ability.

(2) Students' attitude towards curriculum ideology and politics and its function

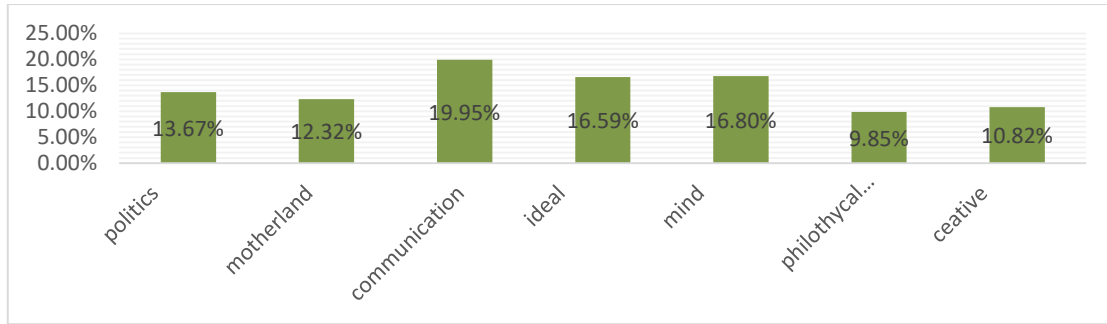


Figure 1 Role of the ideological and political curriculum.

The data shows that 65% of the students think that the ideological and political content taught by teachers in professional courses is very useful, and 34% think it is average. While 19.95% of the students think that the content of Ideological and political education is reflected in the way of dealing with people, 16.59% and 16.80% of the students think that it can be better reflected in the ideal of life and rational thinking, and

only a few students get enlightenment in the philosophical literacy and home and country feelings.

### 5. LEARNING PAIN POINTS

#### 5.1. Analysis of the Reasons for the Low Level of Classroom Participation

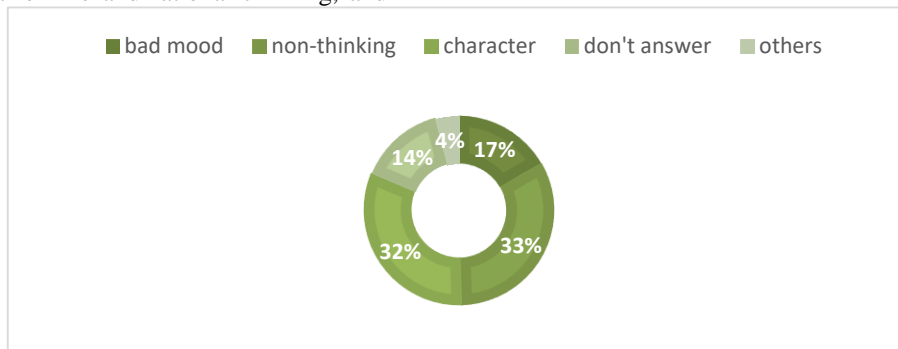


Figure 2 Analysis of the causes of low class participation.

The data show that the main reasons for not actively participating in classroom interaction in class are personality and lack of ideas, accounting for 32% and 33% respectively, and the students who are in a bad mood and don't want to answer account for 17% and 14% respectively.

and the establishment of marketing thinking, accounting for 20%, 17% and 16% respectively; followed by the practical application of knowledge and classroom participation, accounting for 15% and 13%; the teaching method is too boring, accounting for only 1%.

#### 5.2. Difficulties in Learning the Course

From the data, it can be seen that the main difficulties in learning this course are the complex form of homework, too many knowledge points to remember

#### 5.3. Difficulties in Homework

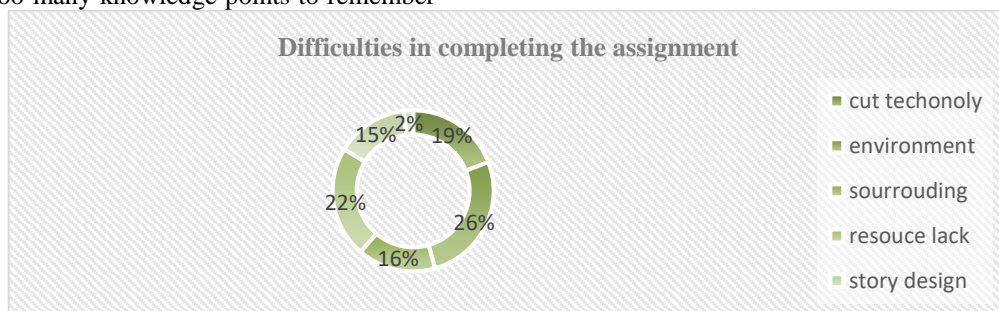
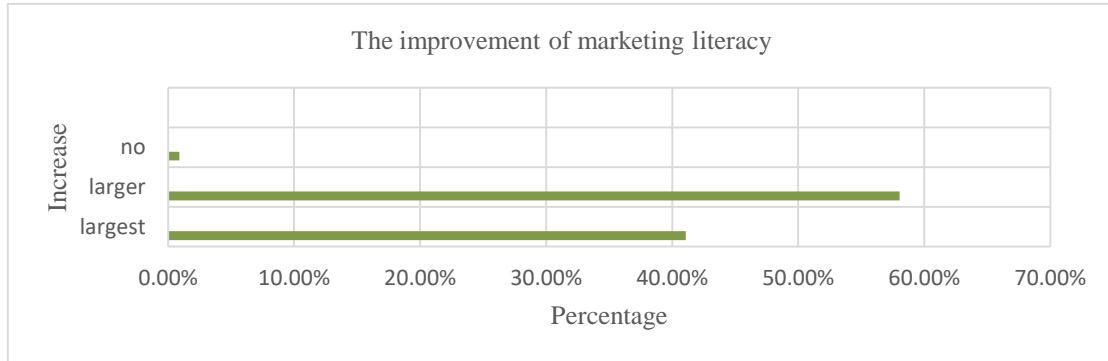


Figure 3 Difficulties in completing the assignment.

The chart shows that the difficulties encountered in completing scene simulation or shooting operations are mainly due to the limited choice of scenes and insufficient resources, accounting for 26% and 22% respectively, followed by the lack of editing technology, strong external interference and difficult innovation of scene design, accounting for 19%, 16% and 15%

respectively. It can be concluded that the difficulties students encounter are mainly limited scenes and lack of resources. Editing technology, external interference and scene design also affect the completion of homework to a certain extent.

**6. FEEDBACK OF TEACHING EFFECT**



**Figure 4** The improvement of marketing literacy.

**6.1. Improvement of Students' Ability**

According to the survey data, through the study of this course, students' thinking, innovation, practice, learning, video editing, teamwork, reverse thinking, marketing literacy and professional ability have been improved, especially in the four aspects of thinking, practice, teamwork and video editing. Almost all of the students' marketing literacy has been improved, 41.07% of them The students improved a lot, 58.04% of them improved a little, and almost none of them didn't improve.as followed to be the figure 4.

**6.2. Analysis of Learning Gains**

In this classroom study, the main harvest is to strengthen their own cooperation and exchange and increase their practical ability, accounting for 20.59%, followed by improving their innovation ability, exercise thinking, accounting for 17.85%, the least is to prepare for future work and self-confidence self display, accounting for 7.09%.

**6.3. Suggestions for Teaching Improvement**

The chart shows that in terms of teaching improvement, the teaching methods and methods account for the largest proportion, accounting for 24%, followed by the teaching content, teaching philosophy and teaching objectives, accounting for 19%, 18% and 17% respectively. In addition, 13% of the students choose the assessment methods, and 7% of the students think that there is no need to improve the project.

According to the survey data, after adopting group cooperative learning, most students feel that their interest in learning has become higher, 40.18% of them

feel that their personal interest in learning is very high, and only 8.93% of them feel that their interest in learning has not changed compared with before.

**7. CONCLUSIONS AND SUGGESTIONS**

**7.1. Conclusions**

The effect of this education reform is quite good according to the survey data, both in classroom performance and students' learning effect. There are obvious differences with traditional teaching: in group cooperative teaching, students' ability of cooperation and communication is also increased; Theories and practice play an important role in teaching, and the advantages of this method are also reflected in students' teaching feedback, which is of great significance to a certain extent; It has cultivated students' practical ability, improved the establishment of students' innovative thinking, and greatly improved students' marketing thinking and professional quality after learning this course; Through the investigation and feedback of the evaluation system, it can be concluded that the evaluation system after the reform can reflect rationality and fairness; In the ideological and political aspects of the course, the effect is also very significant, and in the positive effect on students, the establishment of the three concepts of truth, the improvement of professional ethics, the cultivation of philosophical thinking and the improvement of family and country feelings have all played a promoting role in varying degrees.

## 7.2. Suggestions

(1) Pay more attention to the interaction and communication with students in teaching, encourage introverted students more often, and provide a stage for each student to show himself.

(2) Organize more creative activities to better cultivate students' innovative consciousness and spirit, and add some questions that can show students' innovative and divergent thinking in the classroom questioning, so as to improve students' classroom participation to a certain extent.

(3) In the course teaching, the project teaching method, constitutional teaching method, case teaching method and other teaching methods are integrated to carry out teaching activities, so as to strengthen the combination of theory and practice. In the teaching design, teachers should make full preparations, organize organically in the teaching process, take students as the main body, and play a guiding role.

The teaching reform in a new way allows students to participate more in the performance evaluation, giving up the previous simple test on the teaching results of teaching methods. In the student evaluation, the emphasis of the innovation of curriculum teaching starting point is to solve the practical problems existing in the curriculum teaching and affect students, and reflects the concept of "student development oriented", and the spirit of teaching, the thought of teachers leading students. According to the law of students' psychological development, teachers should stimulate students' interest, encourage them to actively explore and cooperate with others, in order to help them better establish marketing thinking.

In the classroom interaction, students are encouraged to participate actively, and various ways are adopted to guide students. Teachers provide necessary support and guidance in learning, so as to help students become autonomous learners and cultivate their autonomous learning ability. Meanwhile, ideological and political contents are integrated into the course teaching to help students establish correct three outlooks, improve their professional ethics, cultivate philosophical thinking and improve their home and country feelings.

In terms of curriculum resources, we should pay attention to the integration with information technology, grasp the learning characteristics of students in the new era, make full use of modern information technology, and use all kinds of network auxiliary tools, so that students can learn in and after the class, and make the greatest use of network resources, so as to meet students' learning needs as much as possible.

## ACKNOWLEDGMENTS

The education and teaching research key topics in 2020 in Shandong province, The exploration of Confucian business culture on negotiation class in the ideological and political integration of the blended teaching(2020JXZ009),

## REFERENCES

- [1] Lu Yuan. On the necessity of financial quotient education in the cultivation of College Students' quality [J]. Inner Mongolia Journal of Normal University, 2014 (9). (In Chinese)
- [2] Qiaochen, Zhang Yichi: General Education and Path Research of Finance and business for college students from the perspective of Internet Finance Research [J], Wuling journal, No. 4, 2018. (In Chinese)
- [3] Deng Renfen: the path exploration of financial and business cultivation education for college students in the new era [J], education and occupation, Issue 19, 2015. (In Chinese)
- [4] Li Zhanwen. An analysis of the necessity of strengthening financial education of college students [J]. Consumer guide, 2008(9). (In Chinese)
- [5] Hu Jing, ye Dan. On the financial and business education of college students [J]. Science and technology economy guide, 2018, (25). (In Chinese)
- [6] Tsinghua University. A survey report on the cognition and behavior of Chinese youth in finance and business [R]. Young YanzhiKu, 2016, (1). (In Chinese)