Construction of Teaching Mode of Real Market Practice

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ABSTRACT

The present study attempts to establish a teaching mode through a practical company in the college. It has long hoped to break the existing semester system and other functional curriculum design models, and construct a teaching mode that students can have no interruption and no division of courses within four years of university. The present study takes "Internet Marketing" course as an example, promotes a teaching mode based on real market practice, and improves the mainstream teaching methods of business management practice courses with planning and creativity. Real market sales are the basic skill of all business behaviours. This is the industry's biggest criticism and expectation for students that without practical experience. The present study formally establishes a practical company, establishes a brand, applies for a trademark, designs the company's corporate identity (CI) system, and introduce alumni's products for online and offline sales. Groups of students set up practical company's mobile website, Facebook, Line official account, and YouTube unboxing videos. The physical exhibition and sale will be displayed and sold on campus and outside the campus. The present study also conducted four levels (response, learning, behaviour, and effectiveness) assessment for students' learning outcome. The reaction assessment rating was 4.2 points. The learning assessment results showed significant progress in fun, creativity, and experimentation. The behaviour assessment showed significant progress has been made in fun, empathy, and experimentation. The evaluation of the result level found that the two aspects of business professionalism and ambition were significantly better.

Keywords: Teaching mode, Real market practice, Five practical methods, Four levels assessment.

1. INTRODUCTION

The present study uses the "Internet Marketing" course to carry out a technical implementation project plan. The purpose is to improve the business management courses which are all based on theoretical frameworks. If there are practical evaluation methods, they will also be written reports and oral presentations. The main content is mainly to produce creative ideas, and seldom implement practical sales plans. Even if innovation and entrepreneurship competitions are used as the actual evaluation method, they are all based on proposal planning, and almost without competition is based on actual sales. Students tend to fall into only written assignments, more than creativity, but no on-site practical sales and customer-facing experience.

The teaching mode of implementing basic sales projects has been ignored for a long time, and has long been regarded as uncreative. However, the basic sales are not solid enough, how to plan a feasible and creative plan. For students in the school of business management, sales are the basic skills. Therefore, the purpose of this research project is: (1) in the "Internet Marketing" course, construct a teaching mode with online sales and physical exhibitions as practical goals; (2) construct a long-term micro-entrepreneurship practice field and implement the concept of interdisciplinary learning by doing.

The present study formally establishes a practical company, establishes a brand logo (Figure 1), applies for a trademark (Figure 2), and designs the company's corporate identity (CI) system. Introduce alumni's products for online and physical sales (Figure 3). Groups of students set up their own mobile website (Figure 4), Facebook, Line official account, YouTube unboxing videos, and put them on the shop.

Figure 1 Brand logo of the practical company

Figure 2 Trademark of the practical company

Figure 3 Physical sales of the practical company

Figure 4 Mobile website of the practical company

2. LITERATURE REVIEW

2.1. Internet Marketing

Internet marketing is a set of tools and methodologies used for promoting products and services through the internet. Internet marketing includes a wider range of marketing elements than traditional business marketing due to the extra channels and marketing mechanisms available on the internet [1].

A key benefit of using online channels for marketing a business or product is the ability to measure the impact of any given channel, as well as how visitors acquired through different channels interact with a website or landing page experience. Of the visitors that convert into paying customers, further analysis can be done to determine which channels are most effective at acquiring valuable customers [2].

2.2. Entrepreneurship Teaching

Entrepreneurship is often thought of as a process of identifying an opportunity, understanding resource requirements, acquiring resources, planning, and implementing [3]. Greene [3] also proposed portfolio of feeling, playing, observing, creating, and thinking is the entrepreneurship method and a prescription for practice. Learning a method, in our opinion, is often more important than learning specific content.

The present study is a teaching practice research, mainly based on Neck et al. [4], which advocates teaching entrepreneurship using a portfolio of practices, the five practical methods including play, empathy, creation, experimentation, and reflection.

(1) Play: in terms of entrepreneurship education, play and game are different concepts. Play is voluntary, and this voluntary also derive the questions of how to become a teaching practice. Play practice is a fun, engaging, challenging, and enjoyable experience for learning entrepreneurial management methods through games, promoting entrepreneurial management, and encouraging students to think and act in the classroom.

(2) Empathy: to be successful, entrepreneurs must understand users, be user-centric and user-oriented. Therefore, the students must develop their skills to feel

and understand the users, and be able to act on this experience in order to be able to connect with actual entrepreneurial initiatives and continue to provide the ideal products or services.

(3) Creation: to achieve any form of entrepreneurship, the process of creation requires some kind of entrepreneurial action to create new products, new processes, new markets, and new logistics, furthermore, develop personal initiative and enthusiasm. Thus, the students' creative ability plays a vital role in creative practice. Therefore, creative practice is a central role in entrepreneurship management. The process of creation requires some kind of entrepreneurial action to create new products, new processes, new markets, new businesses, and to develop new pathways or develop personal initiative and enthusiasm [5]. Therefore, students' creative ability plays a very important role in creative practice.

(4) Experimentation: entrepreneurship is an experimental process, trying certain things, seeing what is the outcome, learning from the results, and then trying again. The experimental practice in entrepreneurship is to "get the knowledge related to entrepreneurship" and learn from it by actively experimenting with the project [6]. This experimental practice is repeated, with each experimental action, entrepreneurs can increase their self-ability and reduce uncertainty. The learning of entrepreneurial experiment method includes feelings, attitudes, values, value accompanying with information, and resources from various disciplines [7].

(5) Reflection: entrepreneurship teaching is a practical method. Reflection is considered one of the most important innovations in education [8]. But the practice of reflection is usually not taken seriously in entrepreneurship education. Because reflection is one of the most difficult projects for students to practice, in entrepreneurship management education, we must try to impart such thinking and skills so that students can use it in any situation in life. Taking the time to think about everything is the key to entrepreneurship education- it is balanced with all things and must not be neglected.

2.3. Learning Outcome Assessment

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. There are 6 types of AFL: (1) diagnostic assessment (as pre-assessment): assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction; (2) formative assessment: assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process; (3) summative assessment: measures a student's achievement at the end of instruction. It's like talking to someone about a movie after the movie is over; (4) norm-referenced assessment: compares a student's performance against other students; (5) criterion-referenced assessment: measures a student's performance against a goal, specific objective, or standard; (6) interim/benchmark assessment: evaluates

student performance at periodic intervals, frequently at the end of a grading period.

The present study employed the Kirkpatrick's [9] learning assessment framework which is generally used for the assessment of learning outcomes, and it is considered that the four levels evaluation. The four levels are explained below:

(1) Reaction level (L1) is basically a survey of customer satisfaction. Assess the trainee's perception and satisfaction at all levels of the curriculum, including the subject, lecturer, teaching methods, materials and equipment.

(2) Learning level (L2) which measures the performance of trainees' specific knowledge, skills and attitudes to examine the effectiveness and efficiency of the training itself.

(3) Behaviour level (L3) which measures the changes in the behaviour of the trainee after the training course, that is, the learning transfer caused by the training.

(4) Result level (L4): after the participants complete the training, the work behaviour they have changed "contributes" to the management of the organization. It is also the final result of training, such as increased sales, increased productivity, etc.

3. RESEARCH METHOD

In the past, college-style teaching planning was sequential. The basic core competencies required in the field were completed first, and then the application integration courses were studied. Only after graduation did they come into contact with the real market. This kind of teaching plan allows many students to understand the overall direction and connotation that the department wants to give to the students until they reach the senior year. This mode is only suitable for students who have a clear understanding of their future and the industry in the job market before enrolment. However, the current vocational system students usually still don't understand the meaning of their careers when they enrolled, and they are still exploring their own careers. Thus, if the freshmen and sophomores are all basic curriculums, they will not only have a low willingness to learn, but also have no understanding of the type and content of work after graduation from the department. Therefore, the present study advocates there is need some goal-oriented curriculums for the freshman. Take the department of business management as an example. The similar micro-entrepreneurship course of "Internet Marketing" should be a very suitable course. The present study hopes to try the "starting from the end" mode of the school of business and management. Let the students experience the goal like the goal first, and then guide the ability to reach the goal.

3.1. Research Structure and Hypotheses

The teaching practice is essentially based on constructing a practical teaching mode based on the real market, with

teaching practice as the mainstay, supplemented by teaching and learning outcome evaluation. Because it is not allowed to deprive students of their right to receive education for the sake of research. Thus, it is not appropriate to divide a class into two groups using the experimental control method. Therefore, only the same class can use the teaching practice of the present study, and then the pre- and post-test methods can be used for evaluation.

Based on the four levels evaluation method set by the present study, the research structure is shown in Figure 5.

(1) Reaction (L1): satisfaction evaluation-divided into four dimensions: teachers, course design, teaching methods, and teaching resources for teaching evaluation in a five-scale rating method. This assessment is scheduled before the end of the course.

(2) Learning (L2): pre- and post-test of learning achievement evaluation, using questionnaires to conduct self-assessment of students.

(3) Behaviour (L3): before and after of the behaviour evaluation ruler, teachers and industry lecturers will observe and evaluate the before and after respectively, and conduct verification.

(4) Result (L4): observation students' learning outcome in each aspect, because it is impossible to carry out before and after measurement, only the difference of each evaluation aspect can be analysed.

Therefore, the present study proposes two research hypotheses:

H1: Students have a significant improvement in the learning of the five major practical abilities (L2).

H2: The students' behaviour in the five major practical abilities has been significantly improved (L3)
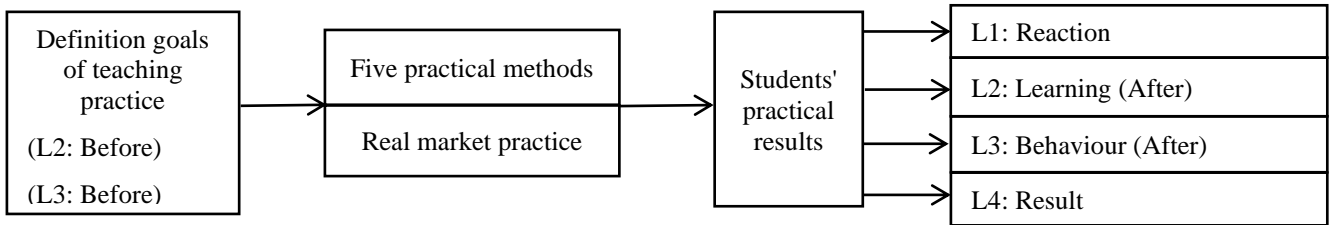
Figure 5 Teaching practical execution structure

3.2. Experimental Procedure and Tool

At the beginning of the course, students are divided into 6 groups, each group has about 6-7 students. Various types of products from manufacturers and alumni are introduced as products or services sold in those group. The students conduct staff assignments as similar company organization structures. And then to discuss company and brand names, product shooting and descriptions, make product marketing copywriting, arrange manufacturer purchase and inventory arrangements, calculate capital and cost planning, social media network, set up an accounting account, put it on sale, participate in market activities inside and outside the school, and review the results and continue to improve.

4. OUTCOMES

4.1. Reaction Level (learning satisfaction)

The reaction assessment is assessed by students at the end of the semester on the content of teaching. This assessment has 4 dimensions and is assessed in a five-scale rating

method. The total mean is 4.23 points, of which the teacher is 4.11, the course design is 4.32, the teaching method is 4.21, and the teaching resources are 4.28. Compared with other courses, this result is relatively low. The main reason should be that this research is a breakthrough innovative teaching. There are still many gaps between the teaching connotation and the actual company's operation that cannot be solved, which makes the students unable to adapt.

4.2. Learning Level

The assessment of the learning level is based on the five-dimensional development questionnaire of teaching practice as shown in Table, allowing students to conduct self-cognition assessment at the beginning of the semester and at the end of the course. The evaluation is carried out on five-scale rating, and the evaluation results are used *t*-test with paired samples (Table 4). The results show that the students think they have made progress in the three aspects of play, creativity, and experimentation, while empathy and reflection are not significant. The possible reason is that empathy and reflection cannot be changed within a semester and a few weeks, and more time must be immersed in the real market environment to improve.

Table 1 Item content of reaction level

Factors	Item content
Play	I like all kinds of games. I like interesting people and things. I think it is interesting to solve the problem. I like to make work fun. I am an interesting person.
Empathy	I like to know what others are thinking. I will observe space and environment. I will stand in other people's position. I will observe the interaction between people and other elements. I think I am a thoughtful person
Creation	Compared with others, I have different ideas. I have more ideas than others. I often have wild ideas. I would like to come up with innovative approaches. I like to give my opinion.
Experimentation	I like to collect information. I like to analyze data. I want to try to see if my idea is feasible. I think I have the spirit of experimentation. I would like to try a lot.
Reflection	I will record and check the correctness of the matter. I often keep reviewing in the implementation work. I think reflection is an important thing. I will review the correctness of the collected information. I will review it after things are done

4.3. Behaviour Level

The behavioural level evaluation, a total of 41 students, received observation and evaluation by the instructor and industry instructor before and after the semester. The evaluation results were analysed by the paired sample t test. The analysis results are shown in Table 2. Which has made significant progress in fun, empathy, and experimental convenience. And the interestingness and experimentation are consistent with the aspect of significant progress in the students' self-evaluation at the learning level. It can be seen that through the teaching method of sales practice, students' interest in learning can be enhanced, and students can be more experimental in handling practical problems. Students know more about the need to collect data for comparative

analysis and conduct hypothetical experiments. This is a relatively rare effect of the past teaching method.

4.4. Result Level

In terms of result evaluation (Table 3), instructors and professional teachers will observe and evaluate the performance and process of each sales team at the end. Since it is impossible to conduct pre- and post-tests, they can only be compared with each other in terms of dimensions. The scores for each aspect are: 8.7 points for professionalism, 5.9 points for performance, 6.3 points for creation, and 7.7 points for ambition. Among them, professionalism and ambition are higher.

Table 2 Behavioural observation criteria

Sub-group discussion behavior rating score				
Assessment index	Should improve (4 points rating)	Acceptable (6 points rating)	Good (8 points rating)	Excellent (10 points rating)
Play	Without	Occasionally	Often	Always
Empathy	Without	Occasionally	Often	Always
Creation	Without	Occasionally	Often	Always
Experimentation	Without	Occasionally	Often	Always
Reflection	Without	Occasionally	Often	Always

Table 3 Outcome observation criteria

Personal report performance rating score				
Assessment index	Should improve (4 points rating)	Acceptable (6 points rating)	Good (8 points rating)	Excellent (10 points rating)
Professionalism	Without	Little	good	High
Performance	Without	Little	good	High
Creation	Without	Little	good	High
Ambition	Without	Little	good	High

Table 4 Paired sample *t*-test of learning level

Paired sample *t*-test									
		Mean	S.D.	Difference	95% Confidence interval		*t*-value	DF	Significance
					Upper bound	Lower bound			
Play	A-1 - B-1	-.425	1.010	.160	-.748	-.102	-2.662	39	.011*
Empathy	A-2 - B-2	-.350	.864	.137	-.626	-.074	-2.563	39	.014*
Creation	A-3 - B-3	-.225	.974	.154	-.536	.086	-1.461	39	.152
Experimentation	A-4 - B-4	-.675	1.457	.230	-1.141	-.209	-2.930	39	.006*
Reflection	A-5 - B-5	-.700	2.244	.355	-1.418	.018	-1.973	39	.056

*$p < .05$

5. CONCLUSION

The present study takes the "Internet Marketing" course as an example, tries to construct a real market teaching field, and uses five practices as the teaching evaluation dimension to conduct four-level evaluation.

The results show that the level of reaction is about 4.23 (five scales rating) of satisfaction.

In the assessment of the learning level, students think that they have made progress in the three aspects of play, creativity and experimentation, while empathy and reflection are not significant. The possible reason is that empathy and reflection cannot be changed within a semester and a few weeks, and more time must be immersed in the real market environment to improve.

The evaluation of behavioural levels has made significant progress in play, empathy, and experimental convenience. And the interestingness and experimentation are consistent with the aspect of significant progress in the students' self-evaluation at the learning level. It can be seen that through the teaching mode of sales practice, students' interest in learning can be enhanced, and students can be more experimental in handling practical problems. Students know more about the need to collect data for comparative analysis and conduct hypothetical experiments. This is a relatively rare effect of the past teaching mode.

After the evaluation of the result level, the employment teacher and the class teacher evaluate the results and process of each group of real market operations. It is found that the two aspects of business professionalism and ambition are significantly better than business performance and creation. Although the real sales teaching field constructed by the present study does not feel much different from traditional methods. But in the teaching and learning of the real market, there are too many that cannot be demonstrated by means of evaluation. For example, negotiating purchase conditions with purchasers, handling customer complaints, fairness of work, cost calculation, network labelling errors, and network message evaluation.

The teaching mode to be constructed in the present study has not been constructed yet. This stage is only the first step. There are still many problems to be solved. This project hopes to break the semester-based teaching mode and divide the business management application courses into a four-year and eight-stage teaching and evaluation model, so that students of different grades can be assigned to different departments of the internship company and correspond to different departments. Real internships are carried out at the same time for the different types of courses taken. In addition, how do teachers evaluate their ability in different courses in the same company and the same department? How the company's finances work, the profit and loss of funds and the source of law all have to be dealt with. University courses are no longer separated by time and space. It is a great challenge to establish a real field of teaching and practice for the long-term operation of teachers and students of the department. The implementation of real entrepreneurial activities on campus is a long-term topic worthy of discussion in the implementation of business management teaching practices.

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