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Exploration of Teaching Model Reform for Marketing Major Courses in the background of Industry-Education Integration: A Case Study of the Brand Planning Workshop Course

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Abstract: Addressing the employment challenges of undergraduate graduates from regular higher education institutions majoring in marketing, the issues in traditional planning pedagogy, and the impact of big data and artificial intelligence on the employment of marketing graduates, the Brand Planning Workshop course innovatively proposes the "IMTA" teaching model. This model emphasizes bidirectional empowerment between schools and enterprises and the dual-chain integration of industry and education. By incorporating real enterprise projects and encouraging students to participate in academic competitions , the course reconstructs its content with a focus on employment needs, strengthening students' practical skills. Additionally, the teaching team is restructured across disciplines to achieve deep collaboration between schools and enterprises in talent cultivation. The integration of big data and AI technologies enhances teaching effectiveness. This reform helps compensate for students' academic background shortcomings, improves their employment competitiveness, aligns talent cultivation with market demands, fosters the development of high-quality brand planning professionals, promotes diversified student growth, and achieves tight integration of the talent chain, professional chain, industrial chain, and innovation chain

Keywords: industry-education integration, teaching reform, marketing major, brand planning workshop course

1. Introduction

1.1 Employment Challenges of Regular Higher Education Institutions Marketing Undergraduate Graduates

Graduates from regular higher education institutions majoring in marketing often face lower employment quality due to their academic backgrounds. By tracking and analyzing the employment status of marketing graduates over the past decade and conducting market research, it was found that strengthening practical teaching and school-enterprise collaboration can help students accumulate rich practical experience and skills, thereby compensating for academic deficiencies. Participation in competitions and projects also enhances their competitiveness in the job market.

1.2 Key Issues to Address in Teaching Reform

Traditional courses such as Marketing Planning and Planning Studies primarily focus on theoretical teaching supplemented by case studies, with content and design detached from actual corporate marketing practices. The following issues urgently need resolution in teaching reform:

●Overemphasis on theoretical indoctrination, separation of industry and education.

In traditional teaching, instructors heavily rely on textbooks, emphasizing theory while students passively receive knowledge without truly understanding or applying it. The taught knowledge also fails to align with industry needs.

●Lack of practical experience and industry alignment.

Traditional teaching often lacks robust practical components, leaving students with few opportunities to engage in real planning projects. This hinders their ability to apply knowledge in practice and develop practical skills.

●Monotonous teaching methods, lacking innovation and foresight.

Traditional lectures adopt a one-way knowledge delivery approach, with limited interaction and practical opportunities. The rise of AI in recent years has further impacted the marketing job market.

●Focus on summative assessment, neglect of formative assessment.

Traditional assessment methods fail to cultivate students' ability to apply theory to practice. They are teacher-dominated, lack student participation, and emphasize outcomes over process, hindering creative problem-solving with theoretical knowledge.

To address these issues, the Brand Planning Workshop implements innovative reforms in industry-education integration.

2. Ideas, Methods, and Practices of Industry-Education Integration Reform

2.1 Ideas for Industry-Education Integration Reform

Aligned with the new requirements for talent cultivation under the "industry-education integration" policy outlined in the 20th National Congress of the Communist Party of China,, the Brand Planning Workshop continuously adapts its projects to match student profiles and job market demands. The course introduces real enterprise projects and academic competitions like the National College Student Advertising Art Competition and the Academy Awards' marketing planning track. The "IMTA" model—Industry-Merge-Technology-Ability—is proposed, emphasizing bidirectional empowerment and dual-chain integration between schools and enterprises.

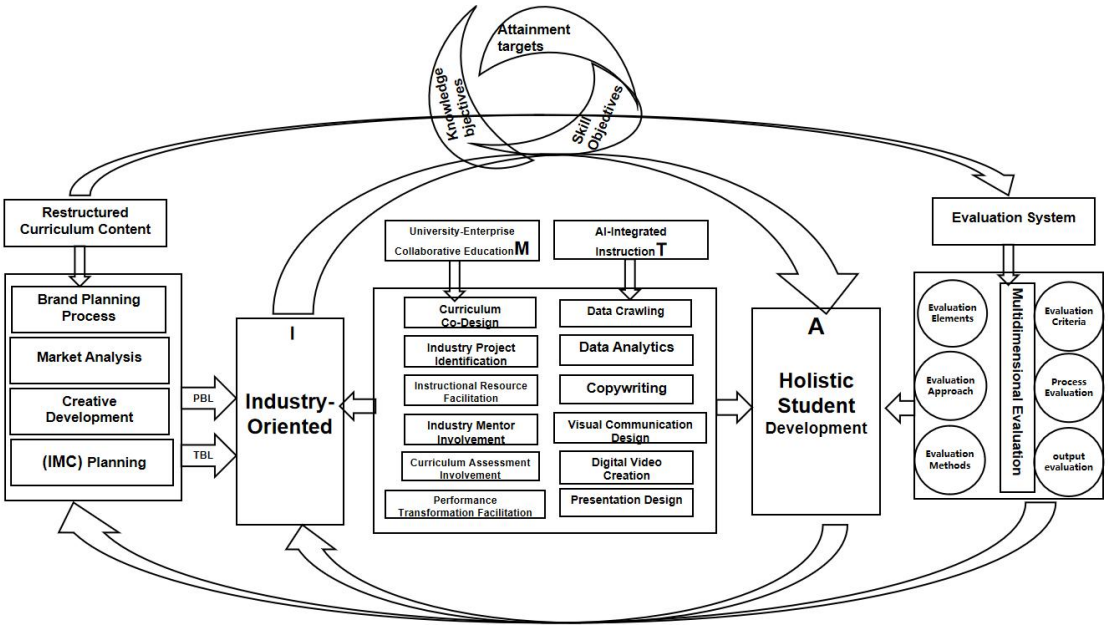

Figure1 "IMTA" model

●Industry-oriented (Industry): Clarify course objectives and restructure content based on student development needs and industry trends.

●School-enterprise collaborative education (Merge): Foster cross-disciplinary collaboration between schools and enterprises, restructuring teaching teams for deep synergy.

●Big data and AI integration (Technology): Utilize AI for data analysis and content generation in real projects, equipping students with contemporary job-ready skills.

●Student diversified development (Ability): Expand student growth paths through a diversified evaluation system, aligning talent, professional, industrial, and innovation chains.

2.2 Methods and Practices of Industry-Education Integration Reform

●Restructuring course content to address "overemphasis on theory":

Based on graduate and job market research, the course content is reorganized into four modules: brand planning process, market analysis, creative development, and integrated marketing communication planning. Students work in groups of 3-5 on real enterprise projects to enhance teamwork and project management skills.

●Restructuring teaching teams to address "lack of practical experience":

Collaborate with enterprises to co-design courses, incorporate real cases, and provide practical opportunities. Industry mentors with over 30 years of marketing experience guide students in AI and big data applications. Enterprises participate in project selection, resource provision, guidance, and evaluation, offering certificates to outstanding teams to boost employability.

●Integrating big data and AI to address "monotonous teaching methods":

Students use AI tools for tasks like data collection (e.g., Octoparse for Taobao reviews), cleaning (Excel), and analysis (word cloud platforms) to create user profiles.

●Adopting a diversified evaluation system to address "overemphasis on summative assessment":

Implement a tripartite evaluation system involving students, enterprises, and teachers, combining formative and summative assessments. Metrics cover professional skills, planning ability, teamwork, project management, and innovation, with encouragement for competitions and entrepreneurial projects .

3. Conclusion

This paper proposes the "IMTA" model to address the employment challenges of "double-non" marketing graduates, enhance traditional planning pedagogy, and respond to the impact of big data and AI. By integrating real projects and competitions, restructuring content, fostering school-enterprise collaboration, and leveraging technology, the model aligns talent cultivation with market needs, promotes student growth, and bridges the talent, professional, industrial, and innovation chains.

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