

Hybrid Teaching Reform Driven through "Dual Guidance" Thinking: A Path for Cultivating Students' Marketing Abilities

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Abstract: Against the backdrop of the increasingly urgent demand for innovative talent cultivation, the traditional teaching mode of "Marketing Frontier" course is facing many challenges. This article focuses on the "dual guidance" thinking and explores the reform path of blended learning, aiming to cultivate students' marketing abilities. By constructing a mixed online and offline teaching paradigm under the "dual guidance" thinking, reform measures are proposed from the aspects of teaching mode transformation, integration of industry, academia, and research, and highlighting student centeredness. The mechanism of its impact on cultivating students' marketing abilities is analyzed, and the characteristics and innovative points of the reform are summarized, providing reference for the teaching reform of marketing courses in universities.

Keywords: "Dual Guidance" Thinking, Blended Learning, Reform in Education, Marketing Capability

1. Introduction

With the rapid development of the market economy and the arrival of the digital age, the demand for marketing talents in enterprises is no longer limited to the mastery of theoretical knowledge, but emphasizes practical ability, innovation ability, and comprehensive literacy. In the traditional teaching of "Marketing Frontiers" course, the teacher's "single guide" indoctrination mode, the "one person lecture" teaching method, and the theoretical based teaching content setting are no longer able to meet the requirements of modern marketing talent cultivation. Students lack initiative and participation in the learning process, resulting in a disconnect between theory and practice, and poor effectiveness in cultivating marketing skills [1]. In this context, exploring new teaching models and promoting teaching reform have become the key to improving the teaching quality of the "Marketing Frontier" course and cultivating marketing talents that meet social needs.

This article mainly adopts the methods of literature research and case analysis. By sorting out relevant teaching reform theories and research results on marketing ability cultivation at home and abroad, combined with the teaching practice of the "Marketing Frontier" course, a hybrid teaching reform framework driven by "dual guidance" thinking is constructed.

This study constructs a blended learning reform path based on the "dual guidance" thinking, enriching the teaching theory in the field of marketing education. By exploring the application of blended online and offline teaching in the "Marketing Frontier" course, a new theoretical perspective has been provided for innovative teaching models, which helps to improve the teaching system of marketing courses. The research results can be directly applied to the teaching practice of the course "Marketing Frontiers", providing specific teaching reform plans for teachers, effectively improving students' marketing abilities, enhancing their professional competitiveness, and laying a solid foundation for their future career development. At the same time, it also provides reference and guidance for the teaching reform of related courses in other universities.

2. Limitations of the traditional teaching model for "Marketing Frontiers"

2.1 The "single guidance" model of teachers restricts the development of students' initiative

In the traditional teaching of "Marketing Frontiers" course, teachers always occupy an absolute

dominant position in the classroom, and the teaching process is completely centered around the teacher's "single guidance" mode, which completes knowledge transmission through one-way indoctrination. Specifically, teachers will strictly follow the pre-established teaching plan and explain the theoretical framework, classic cases, and core concepts in the textbook step by step. The entire teaching process leaves little room for students to make independent adjustments or participate in design.

In this mode, the role of students is simplified as a "receiver" of knowledge, and they can only passively listen, record, and memorize the content output by the teacher, with almost no opportunities for independent thinking, active exploration, or questioning and analysis. For example, when it comes to complex marketing model applications, students often directly accept the standard answers given by teachers without having to think about the applicable boundaries of the model or the adjustment logic in different scenarios.

Over time, students' learning enthusiasm is gradually eroded, their awareness of active exploration is severely suppressed, making it difficult for their innovative thinking to grow, and their ability to analyze and solve practical marketing problems cannot be exercised. This creates a significant gap with the current society's demand for cultivating innovative marketing talents - those who can flexibly apply knowledge, independently discover problems, and creatively solve problems - greatly limiting the improvement of students' comprehensive literacy and the construction of their professional competitiveness.

2.2 "One Word Classroom" teaching leads to a disconnect between theory and practice

In traditional teaching of "Marketing Frontiers", classroom discourse power is highly concentrated in the hands of teachers, forming a typical "one-man classroom" teaching mode. Teachers explain classic frameworks such as 4P theory and STP strategy chapter by chapter through blackboard writing or PPT. The teaching content is strictly limited to theoretical articles within the textbook system. Even if case analysis is involved, it is mostly a one-way interpretation of classic cases before the Decade by teachers, and rarely introduces current vivid enterprise sales practice cases.

In this mode, the knowledge received by students is always trapped in the textual symbols of the book: they can proficiently memorize the definition of "market positioning", but cannot develop a precise positioning strategy for a newly launched tea beverage product; I can write down the constituent elements of a "promotion combination" silently, but I have no knowledge of the logic of traffic conversion in live streaming e-commerce. Theory and practice are like two parallel lines, and students lack training in translating abstract theories into practical solutions, as well as difficulty understanding the application of theory in dynamic market environments.

When faced with complex problems such as "how to deal with sudden price drops of competitors" and "how to activate dormant users" in real marketing scenarios, students often have to mechanically apply textbook formulas, unable to flexibly analyze variables such as industry characteristics and consumer psychology, and ultimately fall into the dilemma of "understanding theory but unable to do marketing well". Their core ability to analyze and solve practical problems is difficult to effectively cultivate.

2.3 Theory based teaching neglects students' career development needs

The traditional teaching content of the "Marketing Frontier" course often revolves around the construction of classic marketing cases at home and abroad, such as the market analysis model under the Kotler theory system and the brand matrix of Procter&Gamble. The teaching focus is always on the systematic sorting and complete presentation of theories, forming a typical theoretical orientation.

Although this setting can help students master a solid theoretical framework, it seriously ignores their career development needs. The cases that students come into contact with are mostly static historical summaries, which are difficult to touch on the real-time operational logic of enterprise marketing, and lack intuitive experience of the actual workflow of positions such as market research and event planning. This directly leads to students having to spend a lot of time adapting to real marketing scenarios when entering enterprises after graduation, which naturally limits their professional competitiveness.

3. The connotation and reform measures of "dual guidance" thinking and blended learning

3.1 The connotation of "dual guidance" thinking

The "dual guidance" thinking refers to the organic combination of teacher guidance and student leadership in the teaching process[2]. Teachers are no longer the sole disseminators of knowledge, but rather act as guides, guiding students to learn and explore independently through questioning, providing guidance, and feedback; Students become the leaders of learning, actively participating in the process of acquiring knowledge, and actively building a knowledge system through independent retrieval of materials, exploration of cases, discussion and exchange. The "dual guidance" thinking embodies the educational philosophy of "student-centered development", emphasizing the role of students as the main body, cultivating their self-learning ability and innovative spirit.

3.2 Advantages of blended learning

Blended learning is a teaching model that combines online and offline teaching [3]. Online teaching has the characteristics of flexibility and convenience, and students can learn theoretical knowledge according to their own time and pace; Offline teaching emphasizes interactivity and practicality, providing students with opportunities for face-to-face communication, collaborative exploration, and practical operations. Blended learning can fully leverage the advantages of online and offline teaching, achieve complementary advantages, and improve teaching effectiveness. Meanwhile, blended learning can fully utilize modern information technology, enrich teaching resources and methods, and stimulate students' interest in learning.

3.3 The compatibility between "dual guidance" thinking and blended learning

The "dual guidance" thinking has a high degree of compatibility with blended learning. The "dual guidance" thinking emphasizes the combination of teacher guidance and student leadership, and blended learning provides an effective way to achieve this combination. Online teaching can provide a platform for students to learn independently. Under the guidance of teachers, students can engage in theoretical learning and independent exploration through online resources, reflecting their dominant position; Offline teaching provides a space for teachers to guide students to engage in in-depth thinking, discussion, communication, and practical operations. Teachers can provide targeted guidance based on students' learning situations. The combination of the two can fully stimulate students' learning potential and improve teaching quality.

3.4 Reform measures for blended learning based on the "dual guidance" thinking

3.4.1 Building an integrated online and offline teaching paradigm

This study creates an online theoretical classroom, laying the foundation for offline practice. In the teaching of Marketing Frontier, the teaching content was re planned, and the essence of the theory was presented through online classes. Teachers record online courses that cover the core theories, key concepts, and fundamental knowledge points of the course, and provide online learning materials based on MOOC platforms, SPOC platforms, etc. at the end of the course. At the same time, they leave case objects for analysis and discussion of thinking questions and suggestions. Online classes are conducted before the corresponding offline classes begin, allowing students to learn theoretical knowledge in advance and laying the foundation for offline practical teaching. Through online learning, students can independently grasp their learning progress have a preliminary understanding and mastery of theoretical knowledge, and lay the foundation for in-depth offline exploration.

This study strengthens offline classroom practice and provides feedback on online theory. Offline classrooms are mainly used to guide students' thinking and self-expression, and teachers only play the role of guides. This study guides students to solve problems, analyze problems, and apply relevant and innovative theories through the following three methods: group presentations and peer evaluations, guiding students to study in groups and analyze cases left by online courses, and conducting classroom demonstrations. After the report, conduct group and intra group peer evaluation activities to deepen students' understanding of the case and summarize relevant theories through communication and collision. Teachers provide guidance and appropriate supervision during the process, and score different reporting groups to select the best group for case analysis.

Interactive communication among enterprise experts, inviting enterprise experts with rich marketing management experience to enter the classroom and share practical cases in relevant chapters such as STP strategy and brand positioning. Students and business experts engage in on-site interactive communication, summarize successful experiences and elevate them into theories, while exploring relevant problems existing in enterprises, and proposing solutions based on online data queries and theoretical applications. The teaching teacher plays the role of a bridge for interaction and communication between the enterprise mentor and the students during the process.

On site visits to enterprises, in relevant chapters such as market environment analysis and marketing strategies, teachers lead students to "go out", conduct on-site investigations of the enterprise's marketing environment, record in detail, diagnose problems, and propose reasonable marketing mix plans. Through on-site inspections, students can discover the gap between theoretical knowledge and practice in practice, and elevate the theories summarized in practice, thereby enriching the content of online classrooms.

3.4.2 Promote the integration of industry, academia and research

This study develops a comprehensive online course construction. It develops an online course that covers the core content of "Marketing Frontiers" courses, integrating high-quality teaching resources, enterprise practice cases, industry research reports, etc. from both domestic and foreign sources, to provide students with rich online learning materials. Online courses not only include theoretical knowledge explanations, but also include modules such as case analysis, online testing, and discussion areas to promote students' self-directed learning and interactive communication. By constructing online courses, the sharing and optimization of course resources can be achieved, laying the foundation for the integration of industry, academia, and research.

Student led case studies. We encourage students to independently choose enterprise marketing practice cases for research in groups. Students collect case related information through Internet retrieval and field research, conduct in-depth analysis and discussion of the case, summarize the successful experience and failure lessons in the case, and try to apply the theoretical knowledge learned to case analysis. During the case study process, students can not only deepen their understanding of theoretical knowledge, but also enhance their abilities in information retrieval, analysis, and teamwork.

We share case studies with enterprise experts. We regularly invite enterprise experts to join the classroom and share real marketing cases and practical experiences of the enterprise. Enterprise experts, based on their own work experience, explain the problems faced by enterprises in the marketing process, the strategies adopted, and the results achieved, allowing students to understand the actual operation of enterprise marketing. Through interactive communication with business experts, students can broaden their horizons, understand cutting-edge industry trends, and enhance their understanding of marketing practices.

We conduct classroom simulation training. We set up classroom simulation training courses to simulate actual marketing scenarios in enterprises, allowing students to play different roles such as marketing managers, salespeople, customers, etc., and simulate marketing activities. Through simulated training, students can transform theoretical knowledge into practical operational skills, experience the complexity and challenges of marketing work, and enhance their ability to deal with practical marketing problems.

3.4.3 Setting up the "Marketing Planning Scheme" module

We constantly clarify the role positioning of students. In the "Marketing Planning Plan" module, we ask students to develop marketing planning plans for enterprises based on their identity as marketing managers. Through role positioning, students' sense of responsibility and mission is strengthened, prompting them to think from the perspective of the enterprise and gain a deeper understanding of the marketing needs and goals of the enterprise.

We plan development and reporting, students work in groups to select a company as the research object, analyze the company's marketing environment, target market, competitors, etc., and develop detailed marketing planning plans. The plan includes market positioning, product strategy, pricing strategy, channel strategy, promotion strategy, etc. After the plan is formulated, students will give a classroom report, showcase the main content and innovative points of the plan, and accept questions and evaluations from teachers and other classmates.

Professional teacher evaluation guidance, inviting relevant professional teachers to evaluate and guide students' marketing planning schemes and reporting results. Teachers evaluate the feasibility, innovation, and logic of the plan, point out the problems and shortcomings in the plan, and propose

improvement suggestions. Through the guidance of professional teachers, students can further improve their marketing planning plans, enhance the quality and feasibility of the plans, and also understand their own gaps in professional knowledge and abilities.

4. The role of blended learning driven by "dual guidance" thinking in cultivating students' marketing abilities

4.1 Enhance self-learning ability

In blended learning driven by the "dual guidance" mindset, online classrooms provide students with a platform for self-directed learning. Students need to independently arrange their learning time and progress, complete online course learning and related tasks. During the learning process, students need to independently search for information and solve problems, which helps cultivate their ability for self-directed learning. Offline classroom group discussions, case studies, and other activities also require students to actively participate, think critically, and further enhance their enthusiasm and initiative for self-directed learning.

4.2 Enhance theoretical application ability

By laying the foundation through online theoretical learning, offline practical activities provide students with opportunities to apply theoretical knowledge. In activities such as case studies, on-site visits to enterprises, and the development of marketing planning schemes, students need to combine the marketing theory knowledge they have learned with practical problems, analyze and solve problems. This process can deepen students' understanding of theoretical knowledge and enhance their ability to apply theoretical knowledge to solve practical problems.

4.3 Cultivate innovative thinking ability

The "dual guidance" thinking encourages students to explore and think independently, and blended learning provides students with more innovative space. In case studies, students can analyze problems from different perspectives and provide unique insights; In the formulation of marketing planning schemes, students need to combine the market environment and the actual situation of the enterprise to propose innovative marketing strategies. Through these activities, students' innovative thinking can be stimulated and their innovative abilities can be cultivated.

4.4 Improve communication and expression skills

Offline classroom group presentations, discussions, and other activities provide students with a platform to showcase themselves and engage in communication. During the reporting process, students need to express their views and ideas clearly and accurately, and answer questions from others; In discussions and exchanges, it is necessary to listen to others' opinions and engage in effective communication and collaboration. These activities can improve students' language expression ability, communication and coordination ability, and teamwork ability.

4.5 Deepen the cognitive ability of enterprises

Through on-site visits to enterprises, interactive communication with enterprise experts, and the development of marketing planning schemes, students can gain a deep understanding of the operational mode, marketing strategies, corporate culture, and other aspects of the enterprise. Students think from the perspective of enterprise marketing managers, gaining a deeper understanding of the needs and development of enterprises, enhancing their cognitive abilities, and laying a solid foundation for future career development.

5. Characteristics and innovative points of blended learning reform driven by "dual guidance" thinking

5.1 Combining online and offline to improve classroom efficiency

The explanation of the essence of the theory is presented through the online classroom, so that

students can use their spare time to study independently, make full use of fragmented time, and improve the flexibility and efficiency of learning. Offline classrooms are more used to guide students' thinking, discussion, and practice, reducing teachers' repetitive explanations and increasing students' participation and interactivity. At the same time, using online tools to interact with students after class and promptly answer their questions can help consolidate learning outcomes. This combination of online and offline methods fully leverages the advantages of both teaching modes making the classroom more efficient while cultivating students' abilities for self-directed learning, active thinking, and innovative thinking.

5.2 Combining theory with practice to enhance classroom effectiveness

Based on online theoretical explanations, lay a solid theoretical foundation for students; Through offline student led case studies, on-site interactive exchanges with corporate mentors, on-site inspections of enterprises, and the development of marketing planning schemes, theoretical knowledge is closely integrated with practical applications. Students deepen their understanding of theory in practice, learn to apply theory to solve practical problems, and make classroom teaching more effective. This combination of theory and practice not only enhances students' theoretical application ability, but also cultivates their ability to solve problems and innovate theories, enhancing the effectiveness of the classroom.

5.3 Dual focus on enterprise and curriculum ideology and politics to improve classroom reliability

During the teaching process, when explaining practical cases of enterprises, students are required to think about and share relevant issues of marketing planning schemes for Chinese enterprises, deepen their understanding of the current development status of Chinese enterprises, and enhance their cultural confidence and national pride. By combining enterprise cases with ideological and political education courses, while cultivating students' professional abilities, emphasis is also placed on cultivating their patriotism and sense of social responsibility, making classroom teaching more credible and educational. This dual focus approach achieves the unity of knowledge transmission and value guidance, improving the credibility of the classroom.

6. Conclusion

This study takes the course "Marketing Frontiers" as the research object and explores the reform path of blended learning driven by the "dual guidance" thinking. By constructing a teaching paradigm that integrates online and offline teaching, promoting the integration of industry, academia, and research, and setting up a "marketing planning" module, reform measures have been taken to achieve the transformation of teaching mode from "single guidance" by teachers to "dual guidance" by teachers and students, from "one lecture hall" to the integration of industry, academia, and research, and from theoretical to student-centered. Practice has shown that blended learning driven by "dual guidance" thinking can effectively enhance students' self-learning ability, theoretical application ability, innovative thinking ability, communication and expression ability, and corporate cognitive ability, cultivate students' marketing ability, and meet the needs of cultivating innovative talents. At the same time, this teaching reform has characteristics and innovative points such as the combination of online and offline, the combination of theory and practice, and the dual focus on enterprise and curriculum ideological and political education, which have improved the efficiency, validity, and reliability of the classroom.

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