

# Teaching Practice In Digital Marketing: A Case Based on School-enterprise Cooperation

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## Abstract

**With the rapid development of digital economy and the continuous teaching reform, higher vocational colleges have put forward new requirements for the training of digital marketing talents. In the teaching of school graduation practice project, the traditional mode should be reformed and upgraded, and the scientific mechanism of School-Enterprise cooperation and education should be implemented, so that students can better adapt to the actual job needs of enterprises. This paper takes the graduation practice of Wenzhou Polytechnic as an example to carry out the teaching practice in digital marketing, which based on School- Enterprise cooperation, so as to provide demonstration and reference for the training method of application-oriented compound talents in higher vocational colleges.**

## Keywords

**Digital marketing, School-Enterprise cooperation, Teaching practice.**

## 1. Introduction

Nowadays, the new era of digital economy development has given birth to the concept of digital marketing, which has had a profound impact on the professional talent training methods in the corresponding fields[1]. The cultivation of digital marketing talents puts more emphasis on the application of business thinking and new digital technology, and pays special attention to students' study and research of new cognitive laws. Therefore, how to effectively cultivate digital marketing talents has become an important task facing the major vocational colleges at the present stage. However, the traditional school unilateral teaching mode has been difficult to meet the social demand of new application talents, higher vocational colleges should change ideas, fully integrated enterprise resources, targeted to carry out university-enterprise cooperation comprehensive practice project teaching exploration, optimize practice platform and cooperation mechanism, to develop innovative, high adaptability and lifelong learning ability of digital marketing talents.

## 2. Background

The graduation practice of higher vocational college is the key practical link for students' future work. In the practical project, students should use the theoretical knowledge and related skills to solve the practical problems of the enterprise according to the professional requirements and the needs of their professional positions. In the context of the development of digital economy, this systematic and comprehensive project teaching needs to innovate the School-Enterprise cooperation mode, so as to effectively cultivate students' cognitive ability, cooperation ability, innovation ability and professional ability.

### 2.1. Problems existing in the traditional teaching mode

The traditional teaching mode of graduation practical project is often dominated by higher vocational colleges, which cannot give full play to the guiding role of real enterprises in the

application of students' practice. There are the following main problems. Firstly, the topic selection of projects is usually lack of practice. The topics of many graduation practice projects are drafted by teachers themselves, which inevitably form a fixed template accumulated over many years; some of them are biased to theoretical research, lack practical application value, and do not meet the requirements of talent training objectives in higher vocational colleges[2]. Secondly, the teaching process of the comprehensive project does not grasp the digital marketing thinking, it is difficult to exercise students' innovative and divergent ability and comprehensive application skills. Thirdly, due to the imperfect practice bases of some colleges and universities, and the lack of practical work atmosphere in the simple projects on campus, it is difficult for students to deeply analyze the solutions to the practical problems in enterprises, which also limits the play of their entrepreneurial consciousness and entrepreneurial spirit.

## **2.2. Advantages of School-Enterprise cooperative teaching**

In the process of exploring the training mechanism of digital marketing talents, the collaborative education mode of industry-education integration and School- Enterprise cooperation provides new ideas and new directions for the teaching practice of comprehensive project in higher vocational colleges[3]. Compared with the traditional teaching mode, the School-Enterprise cooperative project teaching is jointly guided and assessed by enterprise technicians and school professional teachers, showing many advantages. In terms of project topic selection, due to the participation of the enterprise side, it can ensure that the project content is closely combined with the actual position and local characteristics, which is more practical and innovative. In the process of project implementation, in addition to the guidance of professional teachers, cooperative enterprise related staff also involved in teaching, examination, and provide the corresponding practical scene construction, job skills training services, more conducive to arouse the enthusiasm of students, to improve their practical application ability. In terms of project effectiveness, the enterprise, the school and the students can solve practical problems in the project process and select suitable excellent students; the school can optimize the talent training mechanism and improve the quality of practical teaching and the overall quality of graduates; the students can be familiar with the working process in advance, master the operation mode of the enterprise in general, and exercise their professional skills and social adaptability[4].

## **3. Teaching Design**

The graduation practice of marketing major of Wenzhou Polytechnic is arranged in Week1-10 of the sixth semester. Now we take the project "Digital marketing practice of Wenzhou IKEA PUP (Pick Up & Order Point) " as an example to introduce the design ideas and core contents of School-Enterprise cooperative teaching.

### **3.1. Cooperative enterprise**

The cooperative enterprise of this project is Wenzhou IKEA PUP (Pick Up & Order Point). Founded in Sweden in 1943, IKEA is the world's largest retailer of furniture and household goods, and has a great influence in the industry. Wenzhou IKEA PUP is the first ordering center in China. It is a powerful supplement and expansion of IKEA's existing stores and an integral part of IKEA's various retail channels. Among the members of the practice project team, some students had internship experience in the enterprise, which laid a certain foundation for the later practice work. After the early communication with the partners, the project team found that although the exploration of the new operation mode of the enterprise ordering center has made some achievements, there is still a large gap in the combination of online and offline marketing. Therefore, this School-Enterprise cooperation project mainly studies the digital marketing planning scheme integrating online and offline.

### 3.2. Teaching characteristics

From the perspective of School-Enterprise cooperation, combined with the training goals and development trend of digital marketing professionals, this project embodies the comprehensive application of students' professional knowledge and operational skills, and has the highlights and characteristics of the following three aspects.

Firstly, the teaching practice which comes from the actual enterprise implements School-Enterprise cooperation. Through the real project form of post practice and School-Enterprise cooperation, the two-way guidance of professional teachers and enterprise staff. Meanwhile, the results of the works are evaluated and tested by the enterprise, the school and students to ensure their practical application value. Secondly, the planning scheme closely contact SNS marketing, experience marketing and other professional new areas, the new technology and innovative marketing models applied to the enterprise actual work[5]. Thirdly, special attention is paid to the construction of a scientific and systematic research system during the implementation of the project, strictly follow the practical requirements, ensure the workload, cultivate students 'scientific and rigorous working attitude and strong practical ability, and comprehensively improve students' comprehensive quality.

### 3.3. Project oriented content design



Figure 1. Framework of the project oriented content design

In order to further promote O2O marketing of Wenzhou IKEA PUP, enhance awareness and sales, students of the project team under the guidance of professional teachers and enterprise mentors, through market research, data collection of enterprise brand operation status and the existing problems are analyzed, make planning for targeted digital marketing. The teaching scheme design of the project follows the objective and rigorous analysis: on the one hand, the innovative design of the original mode in branding, advertising and promotion; on the other hand, the new technology under the background of digital economy is used to plan WeChat marketing, event planning and experience marketing (see Fig.1).

Through the construction of a systematic and scientific digital marketing mode, the following problems can be effectively solved, effectively improve the online and offline shopping experience, and enhance the enterprise visibility and market share. First of all, analyze the brand connotation of enterprises, refine their brand value and core culture, plan new brand communication and advertising promotion programs, design a series of brand cultural communication activities, interesting online advertising, micro film advertising, etc., to enhance brand awareness and user loyalty. Then optimize and innovate the design of the layout framework, visual style and functional modules of the enterprise official website and wechat official account to improve user experience, and fill the gap between online and offline connection of enterprises. Finally combined with the characteristics of target consumers, using experience marketing, word-of-mouth marketing and other forms, plan new marketing programs with rich VR experience, featured photo wall, social theme activities, creative product

promotion and other forms, make full use of digital technology to improve the existing single marketing form, and further improve the promotion effect.

#### 4. Teaching Implementation Process

The teaching of the graduation practice project starts from the requirements of School-Enterprise cooperation, and reasonably designs each teaching implementation process, so that students can use related knowledge in digital marketing, and give full play to innovative thinking, and apply new marketing technology to solve the practical problems of enterprises. In the process of project teaching implementation, scientific and systematic research and design methods are adopted, which are divided into four stages (see Table 1). School and enterprise mentors actively participate in the guidance and follow up the progress of the project from the early stage of the project to the later achievement display. They hold at least one group meeting every week and complete "one- to-one" guidance for each student to effectively ensure the quality of the project.

**Table 1.** Teaching implementation schedule

Process	Tasks	Instruction
Project Docking (Week 1-2)	Project introduction Establish study groups	Teachers : on-site guidance Enterprise staff : Detailed explanation Students: independent study and discussion
	Visit the enterprise Communicate with the enterprise staff Practice the internship positions	
	Determine the topic selection Preparation for the project	
Marketing Research & Analysis (Week 3- 4)	Develop a market research plan	Teachers: on-site guidance Students: independent modification
	Design the market survey questionnaire	Students: independent design School-Enterprise cooperative mentor: guidance and modification
	Organize and implement market research	Students: group research School-Enterprise cooperative mentor: guidance
	Analyze the market research reports	Students: discuss and write School-Enterprise cooperative mentor: on-site guidance
Marketing Planning (Week 6-8)	Accomplish marketing planning scheme for each research direction	Students: independent modification, group discussion and communication School-Enterprise cooperative mentor: on-site guidance and optimization
	Planning scheme optimization and modification	
	Related files collation	
Presentation & Summary (Week 9-10)	Report PPT production	Students: independent modification School-Enterprise cooperative mentor: on-site guidance
	Graduation reply Exhibition & evaluation	Students: report display School-Enterprise cooperative mentor: multi-evaluation
	Project reflection & summary	Students: independent speech School-Enterprise cooperative mentor: evaluation and summary

#### 4.1. Project docking

Conduct project docking with the cooperative enterprise, jointly determine the project content that can solve practical problems, sign the entrustment agreement; clarify the project tasks and objectives, and divide the reasonable tasks according to the project requirements and the characteristics of the students in the project team.

#### 4.2. Marketing research & analysis

Through the analysis of the status quo of background enterprises, design targeted market survey questionnaires, scientifically implement network survey and field research, analyze the status quo of enterprise brand operation and the characteristics of consumer demand, and write research and analysis reports. In this process, the cooperative enterprises can improve the authenticity and effectiveness of the research results by providing relevant research data and arranging store staff interviews and other forms.

#### 4.3. Marketing planning

Based on the objective data of market analysis and research results, under the joint guidance of professional teachers and mentors of cooperative enterprises, each student carries out planning and design for the direction of his own responsibility, and makes new marketing and promotion plans suitable for the enterprise. In this process, the phased results of the relevant planning scheme should be regularly displayed to the enterprise, and should be modified and improved according to the actual needs of the enterprise.

#### 4.4. Presentation & summary

Under the guidance of teachers, students will complete the paper writing, and report the results to the enterprise. At the same time, students will participate in the school's innovation and entrepreneurship achievement display. Schools, enterprises and students will evaluate and test the project results in various ways to ensure their practical application value.

### 5. Results

#### 5.1. Teaching achievements

Under the guidance of both sides, the project students combining the actual operation process of theoretical thinking and practice, application of new technology and new mode in digital marketing, submitted a series of digital marketing planning solutions, and achieved rich results (see Table 2).

**Table 2.** Summary of achievements in teaching practice

Serial Number	Achievements	Counts
1	Market research plan	1
2	Market questionnaire	270
3	Market research report	1
4	Marketing plan	7
5	Planned scheme presentation PPT	7
6	Record of research process	1
7	KT board on display	1
8	Practical experience record	1

## 5.2. Teaching effect and application expansion

The enterprise cooperative practical project is scientific, practical and innovative, combined with professional knowledge and subject requirements, explore the background of the digital marketing model in the enterprise and the students' professional skills to solve practical problems. The overall teaching effect is good, which can be effectively used in real post scene and professional teaching development.

On the one hand, this teaching practice improves the teaching effect of the graduation practice. Through School-Enterprise cooperation project form of organic integration of resources, make enterprise staff, school professional teachers to guide project research, to improve the students independent learning reflection, team cooperation, application of corresponding knowledge and skills of actual combat ability, better solve the problems in enterprise practical work, provides the guarantee for digital marketing personnel training. On the other hand, it strengthens the foundation for employment and incubate innovation and entrepreneurship projects. In the post internship cognition and work scene construction provided by the cooperative enterprise, students can quickly master the knowledge and skills related to practical work, laying a solid foundation for future employment. At the same time, excellent research ideas and results can be extracted according to the display and evaluation of the project results, which can be incubated into practical innovation and entrepreneurship projects in the future.

In addition, the outputs of this practice process expand scientific research projects and prepare for skills competitions. In the process of project evaluation and analysis, fully grasp the balance between innovative thinking and practical application. If the basic conditions are met, relevant achievements can be transformed into scientific research projects such as enterprise experience marketing and social network theme promotion, and prepare for professional skills competitions such as e-commerce and marketing planning.

## 6. Conclusion

The teaching practice of School-Enterprise cooperative project focuses on the training objectives and requirements of contemporary digital marketing talents, which provides a feasible implementation plan for the promotion and application of new marketing in enterprises, and also lays a good foundation for students' future work practice. In the teaching process of the ten-week graduation program, the author also summarized some problems that need to be paid attention to.

Firstly, the topic selection and task setting of the project should effectively combine the job needs of enterprises and marketing professional skills, and meet the development goal of digital marketing talent training. In the early stage of task assignment, it is necessary to comprehensively consider the project needs and students' ability level, determine the research direction and specific work according to the characteristics of each member, to ensure that all staff actively participate in and give full play to their own advantages.

Secondly, in the teaching process, the responsibilities and rights and interests of higher vocational colleges and cooperative enterprises should be clarified, and the two-way guidance of schools and enterprises should be effectively implemented. At the same time, special attention should be paid to the cultivation of students' innovative thinking and independent learning ability. When necessary, students should be guided to study and share, explore and practice, so that their thinking and actions can be intuitively practiced.

Thirdly, we must fully grasp the balance between innovative thinking and practical application, so that students can really apply the new marketing technology to solve practical problems. If conditions permit, the research results of the project should be transformed into skills competition, scientific research projects and other aspects to maximize the value of the project.

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