ISSN 2663-8169 Vol. 7, Issue 8: 90-94, DOI: 10.25236/IJNDE.2025.070814

Research on the Innovation of Teaching Mode of Market Research Course Based on OBE Concept

Minxia Zeng

School of Management, Guangzhou Xinhua University, Dongguan, 5610000, China

Abstract: *With the rapid changes in the market environment and the intensifying competition in the business world, there is a growing demand for high-quality marketing talent with market insight and data analysis capabilities. To address this challenge, applied undergraduate universities urgently need to advance innovative reforms in their curriculum systems and talent cultivation models. This paper, based on the OBE educational concept, takes market research courses as its research object and proposes a "three-stage progressive, four-dimensional integration" teaching model. Through a three-stage progressive path of "knowledge system construction-practical application-competency internalisation", it systematically integrates four dimensions: knowledge construction, competency refinement, competency internalisation, and evaluation empowerment. This model aims to cultivate students' comprehensive abilities in market research, data analysis, and business decision-making, providing a new solution for the cultivation of applied marketing talent.*

Keywords: *Market Research Course, OBE Concept, Curriculum Reform*

1. Introduction

Under the background of global digital transformation and higher education reform, applied undergraduate education urgently needs innovative teaching mode to cultivate high-quality talents to meet the needs of the industry. "Market Research" is a specialized course that introduces the basic theories, methods, and techniques of market research analysis and forecasting. In Chinese universities, such as statistics, management, marketing and other majors, according to their own professional needs, have set up relevant courses [1].

At present, the market research course still faces many challenges in teaching and learning, such as lagging teaching content, weak practical links, and single evaluation mechanism. As a result, students' knowledge is fragmented, practice becomes a mere formality, and their professional quality is unstable. It is difficult to meet the actual needs of enterprises for data analysis and business decision-making ability. The concept of outcome-based education (OBE) emphasizes the reverse design of courses with the goal of learning outcomes, which provides theoretical support for teaching reform.

Based on this, this study combines the OBE concept and proposes a "three-step progressive" teaching model. Through the progressive training of "knowledge system construction-practical application-completion of formative evaluation", combined with curriculum ideological and political education, a four-dimensional closed-loop chain of "Knowledge Goals - Skill Goals - Virtue Literacy Goals - Evaluation Framework(KSVE)" is formed. This model aims to solve the challenges of traditional teaching pedagogy, improve students' professional ability and professional competitiveness, and provide a practical paradigm for similar curriculum reform.

2. The Background and Current State of Teaching in Market Research Courses

Firstly, the teaching design is monotonous, and students have low levels of autonomy in their learning. Traditional market research course teaching methods typically adopt a teacher-led model, such as teachers delivering lectures in a "multimedia+" format, with students passively receiving knowledge during the learning process rather than actively participating in it [2]. This teaching model lacks opportunities for practical application and fails to effectively cultivate the critical thinking and innovative problem-solving skills students need in actual market analysis. On the other hand, the course is carried out in the form of chapter-by-chapter explanation of theoretical knowledge and computer practice in some chapters. Students can understand and analyze relevant concepts and knowledge

ISSN 2663-8169 Vol. 7, Issue 8: 90-94, DOI: 10.25236/IJNDE.2025.070814

points, but the knowledge points are fragmented. Students do not have a systematic grasp of the entire market survey process, and fail to understand the logical relationship and mastery between chapters[3].

Secondly, the course content is mainly based on theory and lacks practicality. As a highly practical course, the core of market research teaching should be to cultivate students ' ability to solve practical business problems. However, the current curriculum content is seriously out of touch with the practical needs. Although the course incorporates training or simulation research projects, due to limited class hours (typically 36 or 48 hours), these often become mere formalities [4]. The lack of systematicness of such simulation projects makes it difficult to restore the uncertainty in the real business environment (such as the complexity of data collection, the dynamic changes of customer needs and the pressure of decision-making time, etc.). It is precisely these practical links that can better temper students' comprehensive ability and career adaptability. In addition, teachers' guidance, feedback and communication in the project process are also seriously insufficient[4], which further affects the practical effect.

Thirdly, the integration of curriculum ideological and political education is stiff, and the cultivation of professional ethics is lacking. Integrating ideological and political elements into market research courses is the key to cultivating high-quality applied talents with both ability and political integrity. At present, there are still the following problems in the ideological and political construction of this course : (1) Teachers' ideological and political awareness is insufficient, which is mostly limited to traditional classroom teaching, and fails to expand ideological and political education to the whole teaching link[5] ; (2) Lack of systematic ideological and political resource library, the content of ideological and political education is mostly temporary and fragmented, and it is difficult for students to internalize it into real professional quality. (3) The evaluation standard of ideological and political education effect is vague, and the shaping of values has certain subjectivity. It is difficult to have standard quantitative indicators[6] , which leads to the inability to effectively and accurately measure the teaching effect.

Finally, the curriculum assessment system is underdeveloped, making it difficult to assess students' overall development. Market research courses primarily rely on end-of-term exams as their primary assessment method. While this approach can measure students' mastery of theoretical knowledge, it fails to comprehensively evaluate their practical application skills, innovative thinking, and professional competence—key competencies that are essential for success in the workplace. Although experimental or practical projects have been added to the curriculum, due to the lack of the introduction of real enterprise projects, these practical teaching often stays at the simulation level, and its assessment is also out of touch with the needs of enterprises because it is out of the real business scene. This single-dimensional evaluation model can neither accurately reflect the comprehensive development level of students, nor meet the real needs of the industry for data analysis talents, which seriously restricts the improvement of the quality of applied talents training.

3. Based on the Outcome-Based Education, the design of a "Three-Stage Progression + Four-Dimensional Integration" teaching model

Based on the concept of Outcome-Based Education(OBE), this study explores the reform of market research courses in order to meet the needs of talent training in application-oriented universities. The course constructs the teaching mode of “three-stage progressive + four-dimensional integration” takes “knowledge construction-ability refining-literacy internalization” as the longitudinal advanced path, and “evaluation empowerment” runs through the whole process to form horizontal support, so as to realize the systematic design and implementation of the teaching process.

In the vertical dimension, the “three-stage progression” is manifested as follows: Stage One: Knowledge Construction. Students learn market research theories, methods, and techniques; Stage Two: Skill Development, where advanced practical projects are designed based on different learning needs to cultivate professional abilities in data collection, analysis, and problem-solving; Stage Three: literacy internalization, where students develop comprehensive competencies such as professional ethics, innovative thinking, and sustainable learning in complex real-world scenarios.

In the horizontal dimension, the “four-dimensional integration” is consistently empowered by evaluation, utilizing a multi-dimensional feedback mechanism including formative assessment, enterprise mentor evaluation, competition outcomes, and course final assessments to continuously monitor the achievement of “knowledge-ability-competency” objectives, forming a closed-loop system integrating teaching and evaluation.

ISSN 2663-8169 Vol. 7, Issue 8: 90-94, DOI: 10.25236/IJNDE.2025.070814

The model takes the OBE concept as the core orientation, and promotes the transformation of students from passive acceptance to active construction through the overall framework of "three-stage promotion and four-dimensional integration"', and finally realizes the effective connection between talent training and industry needs.

Stage one: Knowledge Construction.

At the beginning of learning the market research course, it focuses on building a theoretical knowledge system framework for students, prompting them to initially form a systematic understanding of the course and establish a clear learning goal.

The learning objectives of the market research course are to master and apply the basic theories and methods of market research. An analysis of existing textbooks reveals that there is a strong degree of independence between various methods and between methods and their applications[7]. This not only leads to the issue of "disconnect between learning and application" in practical teaching but also tends to trigger a sense of complacency among students, where they "learn one thing and forget another". According that, it is necessary to reconstruct the existing knowledge system, organize it into five modules as follows:

Module One, learn to develop market research planning proposals. Students will master the selection of research questions, determine the purpose, target audience, content, methods, timing, and location of the survey, and write market research proposals. This will cultivate professional sensitivity and a sense of responsibility among market research personnel. Module Two, learn to design survey questionnaires. Students will develop the ability to design questionnaires, including understanding questionnaire structure, question types, question order, and question wording, while enhancing their ability to empathize with others and their awareness of business ethics (such as privacy protection). Module Three, learn to select survey methods based on objectives and content. During the survey phase, students will compare the advantages and disadvantages of various methods, select the appropriate method based on market research needs, and cultivate a pragmatic work ethic and scientific spirit. Module Four, learning to analyze survey data. Students should be able to categorize and organize collected market research materials as needed; after repeated checks, verifications, supplements, and final approval, they should input the data and conduct accurate statistical analysis to draw conclusions, reinforcing data ethics awareness and objective, impartial professional integrity. Module Five, writing and Reporting Market Research Findings. Students can clearly and accurately communicate the process and conclusions of market research, providing a basis for business decision-making, and cultivating a rigorous and meticulous professional attitude and decision-support capabilities.

During the teaching process, we leverage smart learning platforms such as Chaoxing platform to build a blended learning system combining online and offline learning: by distributing pre-class materials to guide students in independently exploring market research theory, and utilizing the platform's data analysis functions to monitor students' learning progress in real time. During class, we integrate various teaching methods such as case discussions, scenario simulations, and group projects to focus on developing core skills including questionnaire design, survey method application, and data collection; After class, we assign tiered practical assignments, including theoretical knowledge quizzes, literature analysis, and research report writing tasks, to help students consolidate their knowledge framework. Through the entire teaching process from pre-class to in-class to post-class, we systematically cultivate students' theoretical literacy and self-directed learning awareness, laying a solid theoretical foundation for their subsequent advanced studies.

Stage Two: Skill Development.

The OBE concept emphasizes a student-centred approach, with students rather than teachers as the primary focus of learning. To meet students' individual learning needs, the course has innovatively developed a three-tiered practical project system. In the practical application projects, students can choose projects based on their own ability levels: the first tier consists of virtual simulation projects, which simulate the entire process of market research to help students solidify their foundational knowledge and skills; The second tier consists of real-world corporate projects, where students work in groups to complete a full-scale business research project from analysis to report writing through team collaboration, fostering comprehensive application skills; The third tier comprises subject-specific competition projects, where students participate in high-level competitions such as the National College Students' Market Research and Analysis Competition, the "Challenge Cup", and the "Internet+" Competition, to promote the conversion of outstanding achievements and enhance innovative breakthrough capabilities.

ISSN 2663-8169 Vol. 7, Issue 8: 90-94, DOI: 10.25236/IJNDE.2025.070814

This tiered practical project system offers dual educational value: for students, by selecting projects of appropriate challenge levels and receiving targeted guidance from teachers, they achieve progressive growth from 'foundational skills – comprehensive application – innovative breakthroughs,' thereby comprehensively developing market research capabilities, innovative thinking, and teamwork competencies. For teachers, through tracking industry trends during competition guidance, the latest theories, methods, and case studies are integrated into classroom teaching, creating a virtuous cycle of 'learning through competition, teaching through competition, and reforming through competition.' This mutually reinforcing mechanism between teaching and competition respects individual differences among learners while continuously optimising teaching content and methods, fundamentally enhancing the quality of professional talent cultivation.

Stage Three: literacy internalization.

During the internalisation stage, with course-based ideological and political education as the core approach, the educational goal of cultivating virtue and nurturing talent is achieved through a three-pronged design that combines the deepening of theoretical knowledge, immersion in practical projects, and guidance through an evaluation system. The specific implementation path is as follows:

In theoretical knowledge instruction, course-based ideological and political education content is deepened and expanded through systematic integration and cutting-edge updates. In response to the new challenges of the big data era, core ethical issues such as data privacy protection, safeguarding the rights of survey participants, and algorithmic fairness have been added to establish a comprehensive system for cultivating market research ethics and professional responsibility. Concurrently, the course collaborates with enterprises to co-build a localised ideological and political education case repository, featuring representative local cases such as "Enterprises leveraging consumer research data to drive rural revitalisation" and "Live-streaming platforms utilising consumer data analysis to support the upward movement of agricultural products".

In practical applications, it is possible to transition course-based ideological and political education from 'external indoctrination' to 'active internalisation.' For example, in corporate market research projects, scenarios involving dilemmas between market economic interests and professional ethics can be designed, allowing students to make value judgements and choices through team debates, ethical decision-making analyses, and other methods. Students can also be organised to undertake public welfare-oriented research projects (such as surveys on the digital divide among the elderly in communities or analyses of consumption upgrade needs in rural areas), allowing them to experience the value of data-driven social development in real-world service scenarios. This helps them deeply understand the professional mission of 'using data to serve society' and promotes the internalisation and practice of professional ethical norms.

Table 1 Market Research Course Evaluation Methods and Their Proportional Composition

Assessment Type	Weighting	Course ideological and political elements	Purpose of assessment	Scoring Criteria
Online Learning	5%	Academic Integrity Autonomy and trustworthiness	Ability to study before class and independent study	Online learning completion rate: A≥90%; B≥80%; C≥60%; D<60%.
Group Cooperation	10%	Solidarity Inclusion and Mutual Aid	Collaboration and collective consciousness	Scores of peer evaluation and teacher assessment : A≥90 points; B≥80 points; C≥60 points; D<60 points.
Presentation Discussion	10%	Pragmatism Confident expression	Depth of thought and ability to express	Sufficient evidence and limited number of speeches; A≥4 times; B≥3 times; C≥2 times; D<1 time.
Practice Project	15%	Professional ethics Responsibility	Knowledge Application and Problem Solving Skills	Corporate mentor scores and social value assessment: A≥90 points; B≥80 points; C≥60 points; D<60 points.
Competitions Achievement	10%	Research Spirit Creative consciousness	Professional ability and innovation level	Award level;A for provincial-level or above awards; participation is sufficient for qualification.
Final Test	50%	Comprehensive Literacy Cultural Confidence	Knowledge Acquisition and Value Recognition	Exam scores: A≥90 points; B≥80 points; C≥60 points; D<60 points.

At the evaluation system level, drawing on the six dimensions and evaluation methods proposed by Zhang Zhenkai et al., the evaluation framework has been adapted to suit the specific circumstances of this course, incorporating online learning, group collaboration, discussion participation, practical

ISSN 2663-8169 Vol. 7, Issue 8: 90-94, DOI: 10.25236/IJNDE.2025.070814

projects, competition results, and final exams for a comprehensive assessment. Additionally, each dimension includes specific indicators for 'course-based ideological and political education,' such as assessing 'team collaboration' through group collaboration and evaluating the 'pursuit of truth and practicality' spirit through discussion participation. This evaluation system not only focuses on the achievement of learning outcomes but also places greater emphasis on the growth of students' abilities and competencies. The specific evaluation criteria are shown in Table 1.

The specific evaluation method will involve enterprise mentors and teachers jointly conducting a quantitative evaluation of students' professional conduct in the areas of scheme design, data collection, processing, and report writing. Additionally, students are required to submit regular 'Professional Ethics Reflection Reports,' documenting ethical decision-making processes and insights gained during practical experiences. Through peer reviews within groups and teacher feedback, a continuous feedback mechanism is established, combining quantitative and qualitative evaluations to collectively guide students in transforming abstract professional ethics into concrete behavioural improvements, thereby achieving self-monitoring and personal growth.

4. Conclusion

Within the three-stage progressive teaching framework of "knowledge system construction-practical application-cultivation of literacy", a four-dimensional integration mechanism combining "knowledge construction, ability refinement, literacy cultivation, and evaluation empowerment" is systematically incorporated to achieve a closed-loop educational process from theoretical accumulation to practical innovation. This model is guided by the Outcome-Based Education (OBE) concept.

At the knowledge level, it reconfigures a modularised curriculum system to strengthen theoretical foundations; at the skill level, it leverages real-world corporate projects and subject-based competitions to enhance practical application capabilities; at the competency level, it employs course-integrated ideological and political education and student experiential learning to shape professional values; and at the evaluation level, it establishes a multi-dimensional dynamic evaluation mechanism to achieve visualised feedback on teaching outcomes. The deep integration of these four-dimensional elements not only resolves the structural contradictions in traditional teaching, such as "emphasising skills over literacy" and "strong theory but weak practice", but also constructs a sustainable capability system for students that integrates knowledge and action, and combines moral integrity with professional competence.

References

[1] Li Hongmei. Ideological and Political Elements and Collaborative Education Functions in the Course "Market Research Methods" [J]. Education and Teaching Forum, 2022, (12): 165-168.
[2] Yu Qiuju & Jin Shoubo. Research on the Reform of Teaching Models for Market Research and Analysis Courses Based on the Flipped Classroom Approach [J]. Journal of Jining Normal University, 2022, 44(05): 46-49.
[3] Qu Zitong & Zhang Bingjie. Research on the Teaching Reform of the "Market Research" Course Based on the Integration of Competition and Education [J]. Science and Technology Wind, 2024, (26): 118-120.
[4] Liang Le. Reform of the Teaching Model Based on the Integration of Theoretical and Practical Instruction: A Case Study of the Course "Market Research and Forecasting" [J]. Journal of Hubei Open Vocational College, 2020, 33(17): 136-138.
[5] Wang Lingzhi. Research on the Reform and Innovation of Integrating Ideological and Political Elements into Course Teaching in Business and Management Disciplines [J]. Journal of Nanyang Normal University, 2025, 24(04): 70-76.
[6] Zhang Zhenkai, Fu Jialu & Zhang Ziqiang. Research on Blended Teaching under the OBE Concept: A Case Study of Financial Course Teaching [J]. Financial Theory and Teaching, 2025, 43(04): 112-118.
[7] Xu Qian. Market Research and Forecasting Course Restructuring and Practice Based on OBE Principles [J]. Foreign Trade and Economic Cooperation, 2023, (02): 146-149.