

Curriculum design and consideration of the course—Market Research and Analysis for overseas students

—Take Nanjing Polytechnic Institute as an example

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Abstract: At present, the education of foreign students in China is in a stage of vigorous development, and the scale of studying in China is constantly increasing to a new high. The major of foreign students studying in China has gradually changed from the initial pure Chinese learning to professional education. The development direction of "dual ability" of language plus major has been highly praised, and the concept of "Chinese +" has gradually become popular. The important direction of future employment, how to grasp the characteristics of international students, through effective teaching methods, improve the teaching effect, so as to further improve the quality of international student education, is very worthy of in-depth study.

In 2018, Nanjing Polytechnic Institute enrolled more than 500 foreign students, ranking first in Jiangsu Higher Vocational Colleges. Marketing is the major that enrolled the largest number of foreign students in our school, and also the first in the province.

Marketing Research and Analysis is the core course of the marketing profession, has an important position in the teaching plan. This course is established as an open online course in 2017 by school and in 2018 we applied as the provincial open online course.

1. The current course development and course construction

Course in *Marketing Research and Analysis* is offered since 2014 we recruited the international students. And this course is the core course for the students abroad major in marketing. This course is available in the first half of the second year in college. Foreign students major in marketing have the classes independently, so the proportion of foreign students in the course is 100%.

After several years of construction, we have continuously enriched the teaching resources including but not limited to course standards, instructional design, teaching courseware, course video, teaching cases, vocabulary of terms and students assignment. Also we have completed the test questions and reference answers.

The construction of MOOC and SPOC has been basically completed. At the same time, we have always adhering to the "Scientific research and teaching are mutually beneficial" philosophy. A series of scientific findings have been produced during the construction of open online courses.

2. Curriculum orientation and objectives

Marketing research and analysis is a course with theoretical and practical application. Understanding and mastering the research concepts are a prerequisite for learning marketing, and is also the guarantee of improving marketing literacy and conducting marketing Innovate. Compared with the domestic students, teaching the foreign students seems just different in the teaching language. However, the fact is that foreign students come from different countries and have different educational backgrounds. Faced with different cultural backgrounds, students with different English proficiency, the course marketing research and analysis should have some essential changes in teaching methods and organizational forms.

This curriculum is mainly to foster the abilities to design, implement, analyze and predict according to the subject of investigation. The course pays attention to the harmony of theory and practice. Curriculum standards highlighted the innovative spirit and practical ability to cultivate. Combining with learning practical, we proposed the principle of student-centered with teacher-based teaching aid. Teachers should give full scope to students 'initiative'.

Concerning the course feature of Marketing Research and analysis, the teaching concept of "Business & Technology Educational Council" in Britain is worth our using for reference. The teaching philosophy is "student-centered" and "curriculum is closely link with work assignments and work process. In the curriculum goal design, we focus on cultivating the students' vocational competencies, including not only so called vocational skills, but also key competencies, which is more important.

To this end, we established a "job-oriented, project-driven, ability-based" of professionals in marketing training model, and achieved good results. The modular design of curriculum changed the inherent closed deficiencies of the traditional modular curriculum. At the same time, as to the examination of the practice teaching, we'll extrude the check of the process and the compositive ability, set up the estimating system for professional skills.

3. Teaching content

In the teaching content, we need to reinforce the theoretical basis and of the practical content on the basis of combination of theory with practice. According to educational objective of higher vocational education and demand of industry development we need to pay more attention on subject forefront information.

Focus on training targets, the marketing research process is distributed into three stages: preparation of marketing research, collection and processing of market information and submission of research results.

We set up seven learning environment: designing the investigation plan, Designing the questionnaire, finding the respondents, collecting market information, showing the result of descriptive analysis, analyzing and forecasting the investigation data and submitting the findings. Take a specific learning situation as an example, the content includes four aspects: situation description, work assignment, study requirements and assessment. Situational description also includes phase activities, workplace and environment design, identity design of international students, mainly to build the workplace environment. The work background of international students should be relatively simple. Generally speaking, it is the staff of consulting service company, or the marketing staff of online company, the salesman of Business Company, etc. According to the curriculum standards, Work assignment is to divide into some sub-situations. Study requirements should be distilled from the knowledge, ability and quality in the process of accomplished tasks. The assessment includes attitude assessment and quality assessment. In teaching activity, it requires teachers to introduce authentic projects into classes and the emphasize we put on creativity and practical ability. We teach them from simple to deep, step by step and we enlighten students to think question and cultivate their capability of raising question, analyzing question and solving question. We aim to students creative thinking.

The curriculum content can divide into basic theory and practical skill. In the module of practical skill, it formed "a job oriented, curriculum based" teaching system including lectures, training, visit and operations. After several years of construction, with the further development of the teaching reformation, the course "marketing research and analysis" should center the curriculum theory combining practice, form teaching systems with characteristics of bringing up tech-applying talents.

4. Instructional design

In the following part will divide into three aspects: teaching methods, information technology applications and teaching team.

4.1 Teaching methods

In order to realize the educational function of “marketing research and analysis”, it is necessary to innovate teaching methods constantly. Based on many years of teaching practice and the building of the course, we have come to some experience and have acquired good teaching effect.

4.1.1 Project-based Practice Teaching

Market research and analysis is a practical course. Its basic orientation is to let students understand the fundamental problem of "how to do the investigation" as soon as possible. It would be empty to study theory only, so we use of MOOC or SPOC publishing the real research projects and take it as a carrier and then the students complete the specific tasks. We integrate the knowledge learning and ability training into the actual work process to achieve the unity of knowing and doing. Because of the need of practice, the student will consciously search for the relevant theories and learns independently.

Using theory to guide practice and using practice to test theory, the students paid attention to mastery the knowledge and applying it. At the same time practice will stimulate students' interest in learning theory.

4.1.2 Case method

Case-study method adopted in the marketing research and analysis can help to train students' ability of analyzing and solving practical problems, hence improving their research application capacity and motivating their comprehensive qualities. We take the real investigation into class as a case and discuss the solution with the international students. It's not just touched on some of its possibilities, but a detailed analysis. The process of analysis is applying theory to solve practical problems.

4.1.3 Discussion teaching method

Applying discussion teaching method in marketing research and analysis class can motivate students' learning interest, activate their thoughts, lead them to make self-education and improve their vocational capacity. In teaching, the students are encouraged to discuss even argue with each other. Then teachers comment on different points of view. Discussion teaching method improves class effect and teaching quality.

4.1.4 Self-study

According to the individual differences, Mooc and SPOC platform provide abundant research materials. The process of looking for materials is also a process of self-study and self-practices.

4.1.5 Formative assessment

College examination is not only a teaching link but also an extension of the whole teaching. It is not only to give students a transcript, but also to improve students' learning effect. Therefore, we have been focusing on process assessment in this course. The process evaluation includes usual learning, class participation, homework assignment, practical work, outside reading etc. We all have specific quantitative indicators.

4.1.6 Outside the class

According to students' interest, we establish the research group, such as telephone team, questionnaire team, online team etc. Each group keeps close attention on the corresponding research methods, and has a discussion at least once every two weeks. At the end of semester, a "market observation report" is formed and as a course project, teachers will comment on it in class. This teaching method doesn't cost the limited time in class and it makes the students keep the learning enthusiasm. International students preferred this teaching method so much.

4.1.7 Receiving students' feedback and improving teaching

After class, we always communicate with students to understand their views and requirements in

order to improve the teaching effect. We insist on teaching reflection, trying to figure out the best way of teaching and the essence of education.

4.2 Information technology applications

In order to further improve the quality and the teaching effect, the course "Marketing Research and Analysis" has been basically published on the MOOC Platform and SPOC Platform, which makes the teaching more vivid. Students chat online communication, online ask questions, access to information, also develop the teaching interactivity.

4.3 Teaching team

Teachers are the key to cultivating innovative talents. Due to the diversified characteristics of foreign students in language, culture and educational background, teachers are required to make greater efforts in teaching management and personnel training. Based on several years of curriculum construction, a teaching team with reasonable structure and high teaching level has been mobilized. The teachers' ages, professional titles and academic credentials in our teaching team are of rational structure. The curriculum has formed a high-quality education system, in which is the lecturer-centered, the practical teacher guides in different fields, and the tutor answers questions. Our practical teachers and tutors come from different industries of investigation and consulting. They answer questions and puzzles from different perspectives.

Answer questions is the practice of classroom teaching in extension and supplement to achieve and optimize the curricular and extracurricular docking, docking theory and practice, school and community dock.

5. Course features and innovation

The four-in-one teaching mode of "doing, learning, teaching and speaking" has been implemented. According to the requirement of marketing investigators, students can do the related project tasks. According to the students' learning requirement and marketing research tasks, teachers' job responsibilities have been supposed to "teach, instruct, and explain". Students improve their communication skills and team spirit in speaking.

A curriculum system of integration of "three classes" has been established. Systematic training of the three classes has achieved remarkable results in improving core skills of marketing investigation. The first class is the "marketing research and analysis" course of integration of theory and practice. The second class mainly includes skills competitions, student associations, hobby clubs and student research training program etc. The third class mainly includes different kinds of professional practice. Through three-leveled classes, students can make progress from beginners to proficient learners.

The deep docking of "classes, positions, certificates and competitions" has been realized. The docking of classes and positions, that is, the curriculum standard corresponds to the typical task. The docking of classes and certificate, that is, the course content corresponds to the requirements of vocational qualification certificate. The docking of classes and certificate, that is, the course content corresponds to the requirements of vocational qualification certificate.

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