Research on the Innovative Application of Digital Intelligent Empowerment in Marketing Course

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Keywords: Digital intelligence empowerment, Marketing Course, Teaching Reform

Abstract: With the advent of the digital intelligence era, society's demand for marketing management talent is growing. However, current university teaching of' Marketing 'lacks practical skills, underestimates student initiative, and has an imperfect evaluation system. These issues result in the cultivation of marketing management talent lagging behind the demands of the times. We address the problems and characteristics of the Marketing course by starting with marketing education in the context of digital intelligence, analyzing the construction and practice of a marketing education model empowered by digital intelligence, and offering suggestions for the future development of the course.

1. Research on the Teaching Reform of Marketing Course

In January 2022, the State Council released the 14th Five-Year Plan for Digital Economy Development, which clearly outlined the need to accelerate the digital transformation and upgrading of enterprises. This has led to a shift in the requirements for marketing talent among businesses. Therefore, in the teaching of Marketing, it is essential to cultivate students' digital intelligence thinking, enhance their practical skills, and foster innovation to meet the demands of enterprises for marketing talent.

The current direction of teaching reform in the Marketing course primarily focuses on the following areas. First, reform of teaching methods and models in the Marketing course. This involves enhancing students 'marketing innovation and problem-solving skills through innovative teaching methods and models. For example, by adopting experiential learning, case studies, project-based learning, and flipped classrooms, these approaches aim to improve students' learning abilities and enhance their learning outcomes. Second, the course reform through competition-driven teaching and learning. This type of reform uses innovation and entrepreneurship competitions as a platform to drive the reform of the marketing practice system. By guiding students to participate in these competitions, it not only enhances their practical marketing skills but also promotes the overall reform of the course. Third, the teaching reform through industry and education integrated. This type of reform involves joint course development by schools and enterprises, on-the-job practice for students, co-construction of practical bases, and the introduction of enterprise mentors. Through these measures, the deep integration of marketing practice teaching with the industry is achieved, thereby enhancing students 'marketing skills. Fourth, the teaching reform based on digital intelligence. This reform primarily utilizes various teaching platforms such as Yuchang Classroom, ZhihuiShu, and University MOOCs, along with micro-lecture teaching models, online live streaming, and virtual simulation technologies to enrich teaching methods and evaluation measures [1]. These digital and information-based measures aim to enhance the teaching effectiveness of Marketing. The Action Plan for the Digital Transformation of Education (2022-2035) clearly proposes accelerating the digital transformation of education and promoting the deep integration of digital and intelligent technologies with education. However, a comprehensive review of the current status of Marketing course reforms reveals that most practical teaching reforms focus on teaching methods, models, integration of teaching and industry, and integration of teaching and competition.

  DOI: 10.25236/mepsd.2025.013

While some reforms have utilized digital teaching platforms, very few reforms explore the empowerment of digital intelligence.

2. Analysis of Problems and Solutions in Teaching Marketing Course

2.1. Problems Faced in Teaching Marketing Course

Through the investigation and interview of many universities, it is found that the current teaching of this course is still mainly based on theoretical analysis and case discussion, which is out of touch with both the digital intelligence era and practical needs. Specifically, the teaching of the Marketing course faces the following four problems.

First, the course content places a high emphasis on theoretical analysis, with less focus on practical marketing. This is primarily because, as a discipline, marketing initially relied heavily on the introduction and dissemination of classic theories. Over time, the theoretical aspects have developed into a relatively comprehensive system. However, due to the rapid changes in the market environment, it has been challenging to establish a systematic knowledge framework for practical aspects. Additionally, traditional teaching methods in this course are primarily teacher-led, which is more suitable for imparting theoretical knowledge. Practical skills, however, require interaction and hands-on practice, making it difficult to effectively convey through one-way lectures. These factors contribute to the course's lack of practical application.

Second, in terms of teaching methods, the course primarily focuses on virtual themes and simulated marketing. The primary reason is that simulated marketing can be conducted in the classroom, whereas real projects require substantial resources such as funding, data, market research, and analysis tools, which many schools currently lack. Additionally, the course targets students in management-related liberal arts, who often have a weak foundation in mathematics and science. Simulated marketing helps to avoid complex market data analysis, reducing students' fear and lowering the learning barrier. However, this approach also has its drawbacks, as simulated marketing is disconnected from real-world business and market conditions, and it is not aligned with the technology-driven modern marketing planning model, leading to a lack of practical experience in smart marketing planning among students.

Thirdly, from the perspective of the teaching process, students 'initiative is insufficient. Currently, the classroom instruction in this course is still teacher-led, with the teacher's explanations of marketing practical skills being more focused on written descriptions. This one-way teaching method is rather dull, leading to low student engagement, a lack of initiative and enthusiasm for learning, and a lack of practical opportunities. As a result, students struggle to apply theoretical knowledge to planning skills and are unable to handle real-world market challenges.

Fourth, from the perspective of teaching evaluation, the evaluation process is incomplete and the evaluators are limited. For a long time, this course has focused on outcome-based evaluation, as it measures outcomes through exams or marketing project results, which are clear and easy to quantify. However, process-based evaluation requires teachers to invest more effort in tracking students' learning processes, which can exacerbate the shortage of teaching resources and pose significant challenges for implementing process-based evaluation.

2.2. The Solution to the Teaching Problem of Marketing Course

The Marketing course team has consistently employed the task-driven teaching method, and the teachers have become increasingly proficient in its application. The key features of this method include: task-centered learning, real-world scenarios, collaborative learning, strong interactivity, and a focus on the process rather than the outcome. In the Marketing course, teachers are responsible for designing tasks, monitoring the learning process, and evaluating outcomes, while students are the primary drivers of the task-driven approach. Together, they collaborate to achieve the teaching objectives.

The course Marketing aims to develop students 'skills in using tools and methods to conduct market research and analyze market data, and to formulate marketing strategies based on the

specific issues faced by enterprises [2]. The course follows a' problem—study—action 'approach, where problems and tasks guide students to complete their assignments through independent exploration and collaboration. This approach makes the course particularly suitable for task-driven learning. Digital intelligence tools not only enhance students' data analysis skills but also make the learning process more transparent, helping both students and teachers better understand the progress and issues in the tasks [3]. Therefore, integrating digital intelligence-empowered task-driven teaching methods into the course can effectively address existing teaching challenges.

3. Exploration of Course Reform of Marketing based on Intelligent Empowerment Task-driven Method

In view of the above problems in course teaching, the course is based on task-driven method and empowered by digital intelligence. The curriculum teaching reform design is carried out from the following four aspects.

3.1. Restructuring the Course System of Marketing

In view of the problems that the theoretical content in this course accounts for a high proportion and the lack of application, based on the operational knowledge points and their logical paths in marketing practice, and with real planning problems faced by enterprises as task drivers, the capability system structure of this course is reconstructed to form a digital knowledge map. The knowledge graph of marketing skills includes core nodes (i.e., marketing tasks), first-level nodes (such as marketing analysis, planning, and strategy formulation), second-level nodes, and third-level nodes. The logical structure is that marketing analysis skills form the foundation of marketing planning skills, which in turn forms the basis for marketing strategy formulation. These skills are interconnected, forming a comprehensive knowledge network. Students can independently select learning content based on their marketing needs, using the knowledge graph to combine knowledge explanations with skill training, thereby enhancing their practical marketing skills and the course's practical application.

3.2. Build a Practical Teaching Platform for Marketing

In the context of digital intelligence, an intelligent practical teaching platform that utilizes big data enables students to master the necessary data analysis methods and operational skills for marketing through hands-on practice. This course selects the digital intelligence software platform 'Percentage Point'[4]. One of its key advantages is providing students with a wealth of market desensitized data from real enterprises, which allows them to conduct marketing training in realistic scenarios, thereby enhancing their practical combat skills. If certain marketing projects require more comprehensive real enterprise data for analysis, the platform's intelligent data collection system can easily scrape this data. In summary, with the' Percentage Point' platform, teachers can design task-driven marketing topics based on real enterprise scenarios and problems, effectively addressing the limitations of traditional teaching methods and cultivating marketing professionals with stronger practical skills.

3.3. Reshaping the Teaching Process

The teachers of the course team should make full use of the advantages of the digital and intelligent platform and redesign the teaching process of this course with task as the driving force. The design centers on marketing tasks, using task-driven methods to stimulate students' interest and initiative in learning. Both teachers and students participate in the classroom, with teachers serving as creators and guides of the entire process, designing scenarios, monitoring the process, and providing feedback. Students are the main subjects and implementers of the teaching tasks, which are completed in groups. Through self-study, teamwork, and project presentations, students enhance their practical skills. The entire process emphasizes task-driven learning, with a focus on interaction and feedback.

3.4. Build a Diversified Course System Adapted to Digital Marketing

Traditional teaching in Marketing emphasizes outcome evaluation while neglecting the process. The task-driven approach focuses more on the process rather than just the results, and digital intelligence can facilitate the collection of evaluation data during students 'learning. Digital marketing professionals must have a solid foundation in marketing theory and practice, as well as proficient data analysis skills. Although technical application skills are less critical, mastering emerging technologies like big data and AI is essential for achieving precise marketing and enhancing operational efficiency. Cultivating technical skills requires students to understand cutting-edge technologies and enhance practical abilities through project-based learning. Comprehensive qualities and interdisciplinary skills are crucial for the long-term career development and organizational collaboration of marketing professionals. Therefore, the cultivation of digital marketing professionals should transcend traditional disciplinary boundaries, integrating technology, management, and humanistic qualities to adapt to the complex changes in society and the market. The curriculum design and training model should integrate professional knowledge, data analysis, technical skills, and humanistic qualities, and foster students' comprehensive abilities and innovative thinking through practical innovation. Encouraging interdisciplinary faculty to collaborate in course development provides students with a multi-perspective knowledge framework. Additionally, the teaching of Marketing should incorporate digital literacy and digital marketing ethics to enhance students' sense of social responsibility and digital ethical awareness.

In the cultivation of compound talents in digital and intelligent marketing, a solid foundation in marketing theory is indispensable. In the era of big data, proficiency in data analysis tools is essential for the efficient advancement of marketing efforts. Moreover, the long-term growth potential of individuals, as demonstrated by their self-learning and continuous development capabilities, along with innovative thinking and interdisciplinary skills, is crucial for adapting to market changes. In contrast, marketing automation and the use of internet platforms have significant value only in specific scenarios. Therefore, the curriculum should emphasize project-driven and practice-oriented teaching methods. Students should be encouraged to participate in real-world marketing projects, enhancing their professional and technical application skills through a 'learning-doing' model. Additionally, there should be a focus on cultivating innovation and interdisciplinary skills, guiding students to discover potential market opportunities and propose innovative solutions through co-creation, prototype design, and iterative improvement. Furthermore, international marketing cases and cross-cultural management content should be integrated to foster students' global perspective and cross-cultural communication skills.

4. Conclusion

The advancement of digital intelligence has led to a shift in marketing content towards big data, cloud computing, and social media, driving data-driven, real-time interactive, and omnichannel marketing. In this context, traditional marketing courses can no longer meet the deep-seated needs of enterprises for marketing professionals. Digital intelligence marketing, as a curriculum that restructures learning time, offers more personalized and comprehensive teaching content, driven by digital intelligence tools, to foster students' abilities comprehensively. In summary, by introducing task-driven methods empowered by digital intelligence, the teaching reform of this course not only enhances teaching effectiveness but also provides broader ideas for future curriculum reforms.

Acknowledgements

The authors gratefully acknowledge the financial contribution to this study from Undergraduate Education Teaching Research and Reform Project and Undergraduate Teaching Engineering Project Key Project of Chengdu University of Information & Technology: Construction of digital intelligence marketing teaching materials (No. JYJG202404)

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