

Developing a Bilingual Teaching Model in Business Administration from the OBE Perspective

-- A Case Study of the "Marketing Management"

Hua Zhang

School of Business Administration/ Guangdong Business College, Guangdong University of Finance & Economics, Guangzhou, China

Abstract: This study takes the core course "Marketing Management" in the marketing major as an example to introduce the OBE bilingual teaching model in the discipline of business administration. This model introduces advanced OBE concepts to reform the bilingual teaching approach. It involves innovative teaching methods, enhanced content delivery, revamped assessment systems, and the integration of the first, second, and third dimensions of learning to synergize bilingual teaching modules with theoretical and practical instruction. While the focus of this project lies in the implementation of bilingual teaching in "Marketing Management," the reformation of teaching philosophies is comprehensive and aimed at enhancing the quality of instruction and fostering innovative talent development in business administration courses.

Keywords: Outcome-Based Education (OBE) Theory, Bilingual Teaching Method, Marketing Management.

1. Introduction

Outcome-Based Education (OBE) is an educational concept focused on learning outcomes, emphasizing the analysis of student learning outputs[1]. By designing educational structures and evaluation systems for students based on these outcomes, OBE aims to elevate teaching quality swiftly, aligning naturally with the training model for applied talents. The OBE educational concept underscores the design of teaching activities driven by student learning outcomes. In the reform and innovation of the training model for applied undergraduate talents, universities should define talent cultivation goals clearly and enhance professional skills. By harnessing the outputs of education as a driving force and applying the OBE educational concept, universities can optimize the learning content for applied talents, thereby enhancing the efficiency of learning. This is particularly significant for disciplines like marketing, which inherently possess strong application-oriented characteristics.

"Marketing Management" is an integral component of the marketing major, considered one of the most popular interdisciplinary courses in the business administration curriculum that integrates marketing theory and skills with a strong emphasis on nurturing students' practical abilities. Currently, the development of bilingual teaching for "Marketing Management" in domestic universities is still in its exploratory stage. While certain development indicators have been proposed, achieving outcome-based bilingual teaching to meet high-level, innovative, and challenging teaching objectives has not yet yielded successful examples. The marketing major at Guangdong University of Finance and Economics has been officially designated as a national and provincial first-class program, with "Marketing Management" serving as a core and advantageous course that has established a strong foundation over the years.

Using the "Marketing Management" course as a pilot for exploring OBE bilingual teaching in business administration courses, a professional course development model and evaluation system have been synthesized and refined. This initiative aims to enhance teaching quality and innovate talent

development models in business administration courses, ensuring students truly benefit from their education by simultaneously enhancing knowledge, skills, and qualities. Furthermore, this effort contributes to exploring the commonalities in bilingual teaching reforms for humanities and social science courses within the context of the new liberal arts education system, meeting the talent demands of the Greater Bay Area employment market.

2. Obe Bilingual Teaching System

The outcome-based bilingual teaching framework for "Marketing Management" is centered on the design principle of "clarifying course objectives - implementing instructional strategies - evaluating learning outcomes."

2.1. Clarifying Course Objectives

The OBE principle emphasizes guiding instructional content based on learning outcomes, with a focus on prioritizing learning objectives over teaching content[2]. The fundamental principles and key considerations for designing course objectives are as follows: First, course objectives must completely align with the corresponding graduation requirements (i.e., program requirements) to target student learning outcomes. Second, each course objective should have appropriate teaching content or components that support it, ensuring that the selection of teaching methods and instructional organization serves the achievement of objectives. Lastly, course objectives must be measurable, allowing for their proper implementation, assessment, and evaluation. Thus, this course breaks down the training objectives of the marketing major, which also align with the graduation requirements, into five dimensions: "knowledge, application, qualities, learning, and innovation and entrepreneurship" (see it in Table 1). This clarification delineates the support that the "Marketing Management" course provides for the anticipated learning outcomes of the marketing major, as indicated in the table below. Further refinement of the relationship between course objectives and different instructional content will be required in the future.

Table 1. Alignment of Course Learning Objectives with Graduation Requirements

Objective	Marketing Major Training Objectives (Graduation Requirements)	“Marketing Management” Learning Objectives	Teaching Content and Methods	Evaluation and Assessment
Knowledge	Master theoretical knowledge in marketing with a focus on digital marketing.	Gain in-depth understanding of. Comprehensively grasp marketing principles, marketing management, and the development and trends of digital marketing, and demonstrate the ability to read and express marketing knowledge in English.	In-class lectures; Online MOOC learning	YuConnect attendance; MOOC attendance; Interactive questioning
Application	Apply marketing theory and digital marketing methods to systematically analyze and address marketing management issues within organizations.	Conduct field surveys, gather secondary data, utilize survey questionnaires, interview methods, and other data research and analysis tools to support marketing-related decision-making and resolve specific enterprise operation challenges.	Case analysis classes; Team project assignments	Project analysis report; Field survey videos
Moral Qualities	Exhibit good moral cultivation, a sense of social responsibility, and dedication to practicing core socialist values and patriotism.	Understand and adhere to the professional ethics and qualities essential for marketing professionals, abide by laws and regulations, and uphold socialist values.	Political and ideological module	Political and ideological discussions; Project PPT presentations
Learning Abilities	Actively explore modern marketing scientific analysis methods and possess innovative abilities for lifelong learning.	Utilize diverse methods for independent learning to enhance self-directed learning capabilities.	Online MOOC learning; Team project assignments	MOOC discussion topics; Personal summary report
Innovation and Entrepreneurship Capabilities	Demonstrate strong organizational communication skills, as well as exploratory and critical thinking abilities, by continuously seeking theoretical or practical innovations.	Possess strong organizational skills, leadership qualities, and effective communication abilities, collaborate well in teams, and exhibit exploratory and critical thinking, along with innovative problem-solving skills.	Team project assignments	Project PPT presentations; Personal summary report

2.2. Innovative Teaching Content

In the realm of knowledge cultivation, we not only impart classic marketing planning knowledge but also stay abreast of the latest developments by updating our knowledge systems. This includes digital marketing concepts like free traffic operation, fan economy, user profile analysis, advertising tag analysis, online comment text analysis, and sentiment analysis using cutting-edge big data analysis tools. We also cover new media marketing strategies such as public domain marketing, private domain marketing, short video marketing, live streaming marketing, and AR/VR marketing. Additionally, we delve into contemporary consumer psychology theories such as immersion theory, fine processing models, technology acceptance models, brand personification, and customer experience. Exploring marketing channels on both domestic and international social media platforms like TikTok, Twitter, Facebook, Weibo, Douyin, and Bilibili further enriches our knowledge base.

In fostering practical skills, our focus is on industry real-world applications. We achieve this by inviting entrepreneurs

to share insights in our classrooms, analyzing real-life case studies, and engaging students in brand strategy competitions. Particularly emphasizing case analysis, we encourage students to craft reports and deliver presentations in English.

Further, in the realm of moral development, our course emphasizes the fusion of content and case studies with ideological education. By incorporating China’s dual-carbon policy and corporate green innovation in green marketing, emphasizing corporate social responsibility in public relations strategies, and integrating business ethics and entrepreneurial morality in word-of-mouth publicity, we aim to strengthen moral character. Handling customer complaints by integrating personal mental health knowledge and interpersonal communication skills, and showcasing national brand promotion examples like China’s high-speed rail, infrastructure, aerospace, greening efforts, and poverty alleviation in international marketing initiatives, aids in the comprehensive enhancement of students’ moral compass.

2.3. Teaching Implementation and Evaluation

“Marketing Management” adopts a blended approach that combines online and offline learning, along with on-campus and off-campus practical experiences to facilitate the delivery of OBE teaching content. The course’s teaching implementation involves a blended classroom teaching and MOOC self-learning model (the first classroom), case-driven bilingual simulations (the second classroom), and project-driven practical applications (the third classroom), as depicted in the following diagram. Each class integrates ideological education components into pre-class, in-class, and post-class activities.

A crucial aspect of the outcome-based concept is determining how to ascertain that students have achieved the desired learning outcomes. Therefore, there is a need to reform the assessment and evaluation system by establishing a comprehensive assessment framework that stresses both process and result evaluations. By revamping the assessment system, a more comprehensive understanding of students’ learning outcomes can be gained, leading to reflections on teaching objectives and a clearer delineation of learning outcomes.

3. Conclusion

This study focused on the core course “Marketing Management” in the marketing major to showcase a new bilingual teaching model in the realm of business management. This model aims to enhance the quality of teaching and foster innovation in talent training within business management courses. The advanced concept of bilingual teaching reform in this model incorporates the

cutting-edge OBE philosophy. Starting from the development of talent training programs, industry requirements for graduates, and student expectations, the course objectives are revamped using OBE principles. These objectives are then integrated into various teaching tasks to ensure that the bilingual teaching module seamlessly complements both theoretical and practical instruction. Additionally, this model integrates three distinct types of classrooms and continually explores novel teaching approaches. By implementing a synergistic blend of blended online and offline teaching (first classroom), case-driven bilingual simulations (second classroom), and project-based practical validation (third classroom), a three-dimensional collaborative teaching approach is introduced. This approach integrates classroom instruction, online learning, bilingual education, and practical training, ultimately enhancing students’ practical and innovative skill set.

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