

Research on the Teaching Reform Path of "Market Research and Forecasting" Course Based on "SHARE Course Teaching Concept"

Wei Hao^{1, a, *}

¹Guangdong University of Science & Technology, Dongguan, 523083, China

^aE-mail: 935151245@qq.com

Abstract

Through analyzing the existing problems of Market Research and Forecasting course, the article proposes to reform and innovate the teaching concept of Market Research and Forecasting course, and implement the "SHARE course teaching concept" in the course teaching by organizing the first and second classes, promoting the reform of teaching evaluation and insisting on the reflection of course teaching. "The course is designed to improve students' ability to analyze and solve real-life problems, and finally achieve a perfect transition between high-quality teaching activities and high-level learning outcomes.

Keywords

SHARE; Market Research and Forecasting; Teaching Philosophy.

1. Current Problems of Teaching "Market Research and Forecasting" Course

Market Research and Forecasting" is a core course of business administration and belongs to an important part of business administration, which mainly studies the basic laws and methods of enterprise market research and forecasting activities, and is a practical and applied course. Market research and forecasting is aimed at cultivating students' special abilities in market research and the professional qualities necessary for engaging in investigation work.

At present, some colleges and universities "market research and forecasting" course teaching is still using the traditional "teachers speak, students listen" model. This model has certain problems: (1) the traditional teaching mode, teacher-centered, book-centered and classroom-centered, students passively accept knowledge, students' independent learning ability is not enough, the classroom atmosphere can not well mobilize students' enthusiasm for learning, can not well achieve the teaching purpose of the course; (2) the teacher teaching to textbook knowledge is the main, the integration of Civic and Political Science knowledge is not enough, can not well to students (3) the course is a compulsory course, so the course assessment is mainly based on closed-book written examinations, the course assessment form is relatively single, and the training of students' action power, expression power and other comprehensive quality is insufficient; (4) in the traditional teaching mode, teachers pay more attention to the improvement of students' academic level and knowledge input, and students' knowledge of classroom teaching content is mainly memorization. (4) in the traditional teaching mode, teachers focus more on students' academic level and knowledge input, and students' knowledge of classroom teaching content is mainly memorization, lack of applying knowledge in practice, and weak thinking ability and innovation ability.

Therefore, in order to implement the fundamental task of establishing moral education, cultivating students' action, thinking and expression, and improving students' comprehensive quality and level, it is necessary to reform and innovate the teaching concept of market research and forecasting course.

Overview of "SHARE course teaching concept"

2. The Meaning of "SHARE Course Teaching Concept"

The "SHARE course teaching concept" contains five major aspects, namely Study, History, Action, Reflection, Exhibition.

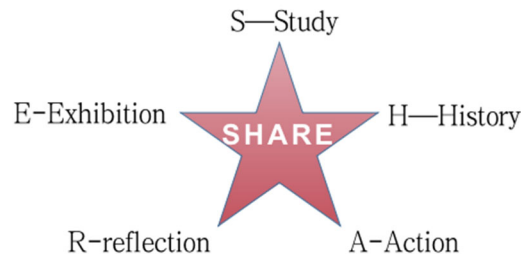


Figure 1. The meaning of "SHARE concept"

Teachers within the course team communicate and negotiate teaching contents, teaching methods and teaching means, which, combined with teachers' continuous reflection on teaching activities and students' feedback, is conducive to students' understanding and mastery of teaching contents, as well as teachers' timely identification of problems and problem solving to improve teaching effectiveness.

Table 1. Definition of "SHARE Course Teaching Philosophy"

Abbr	Full name	Explanation
S	Study	Guiding students to learn
H	History	Guiding students to review
A	Action	Guiding students to act
R	Reflection	Guiding students to think
E	Exhibition	Guiding students to express

2.1. Study

The courseware, exercises and case sets are pushed to students in advance, and the introduction of pre-course guide and post-course training feedback is introduced to promote the construction of all-round resources of the course.

2.2. History

In the teaching process, teachers should organically integrate the thinking and politics education into all aspects of professional course teaching, implement the fundamental task of establishing moral education, take the knowledge system as the basic unit, educate students on thinking and politics in a subtle way by sorting out and digging out the thinking and politics elements in the course knowledge system, and lead students to form the correct world view, values and outlook on life.

2.3. Action

The level of mastering theoretical knowledge is enhanced through sharing, and the course assessment method is reformed by taking simulated research and results assessment as the main focus, and the knowledge assessment and the thinking and politics assessment complement each other, and the internalization of knowledge is promoted by organizing students to participate in relevant competitions.

2.4. Reflection

The teachers in the learning community of the course divided the course content into abstract theoretical parts and comprehensive knowledge after pre-course discussion, and used different teaching methods, such as 3 minutes before class, project teaching, group discussion, case teaching, etc., to make students change from passive acceptance to active thinking, so as to improve the learning effect.

2.5. Exhibition

The course team adheres to the "learning-centered" teaching concept, using flipped classroom, project-based teaching and other methods to carry out case studies, interactive discussions, simulation research, the dominant power of the classroom is grasped by the teacher, the initiative of learning to students, students share, express, from passive learning to active learning, stimulate students' interest in learning and Students can share and express their ideas, so as to change from passive learning to active learning and stimulate their interest in learning and innovation.

3. The Specific Idea of "SHARE Course Teaching Concept"

The "SHARE course teaching concept", that is, in the course of teaching to achieve synergistic development of teachers and students to share with each other, to achieve the situation of teaching and learning to grow together.

Table 2. Specific ideas of "SHARE course teaching concept"

Teaching session	Teaching stage	Teaching idea
Before the lesson	Preparation stage	Organize teachers to form a learning community, share ideas, resources, experience, methods and results, and teachers in the course team will discuss, cooperate and interact, and learn together, so as to form an advanced design of the elements, methods and effects of the integration of Civics.
During the lesson	Implementation stage	Deepen the reform of the course teaching content, integrate the ideology in the course teaching, guide students to go deeper into social practice, pay attention to real-life problems, stimulate students' interest in learning, and guide students to think deeply.
After the lesson	The summing-up stage	Teachers continuously optimize the teaching activities and the ways and means of integrating the thinking and politics into the course through continuous reflection on the teaching activities and students' feedback.

Through the collaborative development of teachers and students, they focus on "learning-centered and teaching-led", emphasize the systematic sharing effect of "1+1>2" through teacher-student interaction, achieve the seamless integration of course thinking and politics in a subtle way, and significantly improve students' ability to analyze and solve real-life problems. In the end, it achieves the perfect conversion of high-quality teaching activities and high-level learning outcomes.

4. Exploration of the Path to Realize the "SHARE Course Teaching Concept"

4.1. Organize the First Classroom

The "SHARE curriculum teaching concept" requires building a good knowledge-based first classroom, doing a good job of internal work, organizing the teachers in the curriculum group to form a learning community, sharing ideas, resources, experience, methods and results. Using the course group teachers collective preparation, theoretical knowledge learning, organization of teaching seminars, mutual listening and evaluation of lessons, the course group teachers discuss, cooperate and interact, learn together, form the Civics integration elements, integration mode and integration effect and other aspects of advance design. Such as the use of BOPPS teaching method and project teaching method, fully organize the six stages of the classroom, stimulate students' learning motivation, using the introduction of learning content before class, teachers and students to progress together during class, after class to complete the investigation project, etc., to enhance the challenge of learning.

4.2. Create A Good Second Classroom

In the course design, "learning-centered, teaching-led", through the requirements, key points, and difficult points, the use of the 3 minutes before class, flipped classroom, case teaching and other means to get students moving, combined with the practical characteristics of market research, students are required to market research program design, method design, questionnaire design, data collation and analysis, and report design by Students are required to conduct market research according to the five modules of market research plan design, method design, questionnaire design, data compilation and analysis, and report design to apply their learning knowledge to practice and create a good second classroom based on practice. In this way, students are guided to read more, think more deeply and practice more diligently, focusing on the combination of learning and thinking and the unification of knowledge and action.

4.3. Promote the Reform of Teaching Evaluation and Clarify "What to Change" and "How to Change"

Adopt a combination of formative and summative evaluation. Reform students' attendance, classroom performance, homework and final assessment, etc. Formative assessment adopts chapter tests, group discussions, case studies, field investigations, etc., taking into account both learning content and learning behavior, and continuous observation and recording of the whole learning process. For example, students are required to complete the investigation and practice according to the relevant projects of the course, and then present the research report at the end of the period to test the knowledge mastery and learning effect.

4.4. Deconstruct Course System

In the course of teaching, feedback on the teaching effect is given in a timely manner through student activities such as Civics integration assessment, classroom discussion evaluation, project knowledge test, group work demonstration, etc. On the one hand, we understand students' understanding and mastery of the teaching content, on the other hand, teachers combine student feedback, teachers find problems and solve them in a timely manner, and continuously reflect on teaching activities such as Civics integration, teaching content and method improvement to improve the Teaching effect. For example, in the design of market research methods, students mainly used a single network survey method in the past, the results of the survey is general, the results lack accuracy and validity. After reflection by the course team teachers, in the teaching, starting from the selection of the survey project, the whole process analysis of the survey practice, requiring students to complete the project need to

design a variety of survey methods, from different sides to verify the results of the survey, to achieve the desired goal.

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