

## Research on Case Teaching in Marketing

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**Abstract:** The marketing course is extremely practical, and case teaching is an important way to achieve the practical teaching of the marketing course. On the basis of explaining the concepts, characteristics and functions of marketing case teaching, this article analyzes the problems existing in the practice of marketing case teaching, and focuses on three aspects: case selection, process control, and teacher and resource input. Specific strategies to improve the effectiveness of marketing case teaching.

### 1. Introduction

How to find teaching methods in the teaching process, explore teaching rules, cultivate good learning habits of students, and cultivate more practical talents for the society, are the issues that teachers engaged in distance and open teaching must consider. Combining the characteristics of the marketing course, I believe that the implementation of case analysis teaching in the teaching process can make up for the shortcomings of theoretical teaching. Case teaching is a case-based teaching method that takes the students as the center, takes the students' main practice activities as the carrier, and trains the students' innovative qualities, especially the innovative spirit and ability. Practice has proved that the case teaching method is conducive to improving students' ability to analyze problems and solve practical problems, and is conducive to promoting students' autonomous learning, active learning, cooperative learning, and research-based learning. Practical talents. The case teaching method of modern open distance education is discussed in combination with the characteristics of the course of Marketing.

### 2. The Concept and Role of Case Teaching in Marketing

Case teaching is a specific teaching method. It is a method of organizing students to study, research, and exercise their abilities under the guidance of teachers and according to the needs of teaching purposes. Marketing case teaching (referred to as marketing case teaching for short) is based on the common platform of case teaching, combining the individual characteristics of marketing courses, that is, the instructor takes the established marketing case as the direct object and uses relevant Theoretical knowledge and practical experience, analysis and study of case materials, revealing the internal relationship and essence between various phenomena in the case, so as to deepen students' understanding of how to apply the theory in practice, and seek effective marketing methods, methods and techniques the process of. Marketing case teaching is the specific application of case teaching in marketing courses, and has distinct characteristics: (1) distinct purpose. Marketing cases are highly targeted and are specific applications of marketing theory and knowledge. (2) High simulation. The main facts of a marketing case must be derived from marketing practice. The case is basically a white-handed record of facts so that students can immerse themselves and think about problems in a highly realistic marketing situation. (3) Strong effectiveness. The marketing case is the reproduction and replay of history. The marketing problem may have been solved, but the focus of the marketing case teaching is to analyze and comment on the ideas, ways and methods to solve the problem. (4) Deep inspiration. There is no standard and unified answer in case teaching. The market environment is dynamic and changing. Therefore, there are many uncertain issues in marketing case teaching. Students are self-explanatory and think

positively in different assumptions, and get different solutions. Program.

Case teaching, with its characteristics of high comprehensiveness, good pertinence and strong practicality, occupies a pivotal position in the teaching course of marketing. This article believes that the role of marketing case teaching is mainly reflected in the following aspects: (1) The teaching process is multi-directional and interactive, which activates the classroom atmosphere and plays a role in teaching. Modern psychology believes that multidirectional communication has more significant effects than unidirectional and bidirectional communication, and can maximize the potential of interaction. Marketing case teaching is conducted in group discussions, forming a three-dimensional information exchange network, and achieving multi-directional exchange of information between teachers and students. Through mutual consultation, intra-group cooperation, inter-group competition, discussion and exchange, interaction is formed. (2) The teaching method is case-based, intuitive and vivid. Marketing case teaching starts with specific cases, guides students to think and discuss, then rises to the theoretical level, and clarifies the basic theory of marketing. Facts have proved that the case-induced teaching method can help students rise from concrete to abstract, from perceptual knowledge to rational knowledge, and can greatly improve students' initiative and enthusiasm. (3) Marketing case teaching can exercise students' comprehensive ability to solve problems and cultivate students' teamwork spirit. The most important function of case teaching is to provide students with simulated and realistic scenarios, forcing them to think, analyze and solve problems, and exercise their ability to solve problems. At the same time, marketing case teaching is a group activity, which helps to cultivate students' communication skills and teamwork spirit through cooperation within and among groups.

### **3. Necessity and Feasibility of Case Teaching in “Marketing”**

Traditional teaching concepts are centered on teachers and textbooks, from books to books, and concepts to concepts. The focus is on what knowledge has been instilled into the students, making teaching and life disconnected from the students, and the students' actual development potential. Teaching of the process of truth formation. As a result, trainees do not learn deeply, do not learn, do not understand, or even use the concepts they have learned to solve practical problems. Regardless of whether the case teaching is “from example to reason” or “from reason to example”, it pays great attention to the subjectivity, initiative and autonomy of the students, and focuses on guiding the students to analyze and deduce the case to discover concepts. It also found the rules and methods of previous research and summary, so that students can better use concepts to solve practical problems; the focus is to motivate students to continuously ask questions, learn to collect data and information in various aspects, and learn to make multiple aspects of existing data. Analysis, and then explore the inner relationship of things, draw their own conclusions and solve practical problems, and promote the deepening of students' thinking, and do not ask students to seek the only correct answers predetermined for these problems, but focus on the process of problem solving Thinking strategies and many possible explanations.

The traditional teaching method from book to book, from concept to concept, teaches students ready-made answers using concepts to solve problems. Students acquire knowledge of recitation, mechanical memory, and answering questions based on standard answers. The case teaching tells students that “there are more than one answer.” The answers are open and developmental, not closed or static. In teaching, teachers can provide alternative answers to problems, reveal keywords, cameras guide students to analyze and evaluate alternative answers, and actively encourage students to infer a variety of new answers. They can also propose basic concepts to inspire students to target basic concepts. , Put forward a variety of questions to confirm the basic concepts. Through the positive thinking of individuals and groups, find the best path, and finally confirm the basic concepts.

### **4. Practical Exploration of Case Teaching in Marketing**

Through the above analysis, marketing case teaching is extremely important. Many universities

have also tried to achieve results through the use of case teaching. However, because case teaching has been popularized in China late, it has not yet received widespread attention, and a mature marketing case teaching model has not yet been formed. The problems of current marketing case teaching are mainly manifested in: (1) The number of marketing cases is limited, the quality is not high, and the timeliness is poor. Many colleges and universities do not have special marketing case textbooks. Case teaching mainly relies on impromptu examples of the teaching teacher or can only use the cases provided in the marketing textbooks. Since the textbooks are written and used, a specific cycle is required, resulting in poor timeliness of the teaching cases. It is difficult to ensure the stability of case teaching quality. (2) Insufficient investment in case teaching. At present, many colleges and universities in China have established marketing majors, but few colleges have set up case agencies and staffed to study marketing case teaching. Insufficient investment in case teaching resources objectively makes marketing cases too stale. At present, only a few well-known universities in China have dedicated case study centers, such as Tsinghua University, Peking University, Sun Yat-Sen University, Shanghai Jiaotong University, and China Europe Business School. (3) The subject of marketing case teaching Teachers' own quality control is not strict. The authenticity and practicality of marketing cases require teachers to have certain marketing practice experience, otherwise it is difficult to explain thoroughly, and the purpose of case teaching cannot be achieved. At present, the marketing case teachers in some universities have no enterprise work experience at all, and the analysis of the case can only stay on the surface of words and theory, and it is difficult to penetrate into the case and practice. This is a common but serious problem in marketing case teaching, and it is also a challenge faced by teachers in case teaching.

Case is the carrier of communication between teachers and students in case teaching. The quality of the case itself directly determines the quality of case teaching. Therefore, the teacher's choice of case is very important in case teaching. The author believes that the case selection in marketing case teaching should follow the following principles: First, the timeliness is good. The marketing environment is ever-changing, and marketing events are endless. In the process of case teaching, teachers should adapt to the changes of the times and choose new and recent marketing events as analysis cases to avoid renewed talks. For example, if you talk about service quality, you must mention Haier, talk about prices. Zhan must mention Changhong, etc. These marketing cases are not only familiar to students, but also change over time. They cannot keep up with changes in the marketing environment. Second, it is highly targeted. When choosing a marketing case, the teacher should aim at the marketing principles and knowledge points, and choose appropriate cases around the teaching goals, so as to be targeted and strengthen the mastery and consolidation of theoretical knowledge. The strong relevance of the selected marketing case means that there is a strong correlation between case analysis and theoretical knowledge. Third, there is classicness. When selecting a marketing case, not only can it perfectly reflect the theoretical value of marketing, but also it must have practical significance in marketing, and the case itself should be representative. There are so many marketing events, but not all marketing events can be used as examples in marketing classes. Fourth, the subject matter of the case should be extensive. Due to the complex changes in the contemporary marketing environment, diversified marketing themes and marketing models have emerged. When conducting case analysis, we must grasp the diversity of marketing models and tailor appropriate cases within a larger range of topics, rather than just sticking to a certain An area such as manufacturing or retail.

## **5. Conclusion**

This article mainly elaborates the basic concepts and characteristics of marketing case teaching in theory and its importance in marketing courses. It considers that marketing case teaching is an important part of the practical teaching of marketing. The thesis focuses on the current market. A common problem in marketing case teaching is that the quantity and quality of cases (teaching carriers), teachers (teaching subjects), and investment in case teaching resources are the main reasons that affect the effectiveness of marketing case teaching; at the end of the dissertation, the principles and cases are selected from the cases. Teaching process control and teachers and

resources input three aspects, discusses specific measures to improve the effectiveness of marketing case teaching.

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