

Research on the Construction of the “Three-in-One” Practical Teaching System for Fashion Marketing Major under the Drive of Industry-Academia Integration: Taking the Courses of Clothing Matching, Fashion Buyer, and Makeup Design as Examples

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Abstract: Based on the background of industry-academia integration, this paper examines in depth the construction strategy for the “Three-in-One” practical teaching system for the fashion marketing major. Centering on three courses—Clothing Matching, Fashion Buyer, and Makeup Design—the system breaks course barriers and adopts project-based learning programs to connect links such as merchandise planning, image shaping, and business operation, thereby providing students with an interdisciplinary and systematic practical teaching platform. The paper first elaborates on the dilemmas faced by the practical teaching of fashion marketing majors from the dimensions of curriculum content, practical projects, and teaching evaluation, and then proposes construction strategies for the practical teaching system, such as “curriculum linkage, project-driven, and platform interaction”, aiming to cultivate compound fashion marketing talents that meet industrial needs.

Keywords: Industry-academia integration; Three-in-One; Practical teaching system; Fashion marketing; Curriculum linkage

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1. Introduction

With social development and the iterative update of science and technology, the fashion industry has gradually transformed and upgraded towards digitalization, personalization, and experientialization. The market demand for marketing talents has also increased, upgrading from traditional single-skill talents to compound talents with integrated innovation capabilities. The traditional talent training model for fashion marketing majors

insufficiently trains students' practical abilities, and the segmented teaching model in particular makes it difficult for students to establish an overall cognition and systematic understanding of the market industrial chain. In this regard, colleges and universities should take industry-academia integration as the carrier and application-oriented talent training as the goal to promote the in-depth integration of teaching content and industry practice. Taking the integrated practical teaching of three courses, Clothing Matching, Fashion Buyer, and Makeup Design, as an example, this paper creates a learning platform simulating real work scenarios for students through in-depth cross-disciplinary integration of courses and linkage interaction of complete projects, solving the practical problem of disconnection between theoretical courses and practical teaching, and strengthening students' practical literacy and project execution capabilities.

2. Dilemmas of practical teaching for fashion marketing majors driven by industry-academia integration

2.1. Isolated curriculum content and insufficient ability to integrate and apply

The current curriculum content of the fashion marketing major is divided according to disciplines. Although each course has its own focus, there is a lack of strong interaction and connection between them. For example, Clothing Matching focuses on personal image and aesthetic principles, Fashion Buyer emphasizes merchandise planning and procurement, and Makeup Design concentrates on facial styling technology. Therefore, in the segmented learning environment, students can only understand the main content of each course independently, but the formed knowledge structure and ability system are fragmented^[1], making it impossible to truly complete the whole-process project from commodity planning to visual presentation independently.

2.2. Single practical projects and low compatibility with real business scenarios

The practical teaching of the fashion marketing major mainly relies on classroom simulation training. Among them, Clothing Matching mainly trains and clarifies students' personal style positioning, Fashion Buyer requires students to complete brand research reports, and Makeup Design mainly relies on specific makeup practice. Although such practical projects can strengthen students' single-directional skills to a certain extent, the lack of real and purposeful comprehensive project carriers makes it difficult for students to engage in the pressure and work context brought by real workplace elements such as market pressure, cost accounting, and team collaboration^[2], which is not conducive to the cultivation of students' complex problem-solving abilities and project execution capabilities.

2.3. Single-dimensional teaching evaluation and difficulty in measuring compound ability output

The teaching evaluation and assessment system of the fashion marketing major still takes courses as units, focusing on assessing students' mastery of course knowledge points. The assessment forms mainly include research reports, makeup works, and matching plans. However, this evaluation system can only assess students' single skills independently, and cannot evaluate their ability performance in interdisciplinary projects, such as resource integration ability, team collaboration ability, and creativity implementation ability^[3]. These comprehensive qualities are the core indicators affecting the ability level of fashion marketing professionals.

3. Construction of the “Three-in-One” practical teaching system for fashion marketing major driven by industry-academia integration

3.1. Build a theme-led and task-coupled interdisciplinary project-based learning model

The construction of the “Three-in-One” practical teaching system needs to break the independent structure of the three courses. On the one hand, it is necessary to establish quarterly or annual comprehensive practical projects around theme leadership; on the other hand, it is necessary to couple and link project tasks to ensure that the knowledge points of each course can be re-integrated into a unified project process^[4]. For example, thematic projects such as “Quarterly Theme Pop-Up Store Planning and Operation” can be created to connect the main lines of the three courses and provide students with an integrated practical training platform.

Taking the project “Comprehensive Planning of the ‘Oriental Charm’ Theme Pop-Up Store” as an example, teachers can adopt group cooperation to organize students to design a pop-up store project plan themed on promoting traditional Chinese culture, thereby integrating the content of the three courses and guiding students to complete the entire task process from market insight and merchandise planning to visual marketing^[5]. The specific process is as follows:

(1) Market Research and Theme Determination

Starting with the content of Chapter 2 of Fashion Buyer, students are required to carry out market research activities to conduct an in-depth analysis of the current situation and characteristics of the Guochao (national trend) fashion. At the same time, combined with the research results on traditional Chinese color matching and clothing culture in the Clothing Matching course, propose a pop-up store theme, such as “Dunhuang Silk Road” or “Jiangnan Song Rhyme”, and write a planning book according to the theme^[6].

(2) Merchandise Planning and Procurement Simulation

Targeting the theme direction, each group is required to simulate the role of a buyer and formulate a merchandise planning plan based on the content of Chapter 4 of Fashion Buyer. The planning content includes: (a) planning the merchandise structure for the target user group, including clothing and accessories; (b) formulating a procurement budget; (c) conducting virtual procurement, selecting existing brands or designing virtual items that conform to the theme style, and explaining the reasons for selection^[7].

(3) Overall Image Design and Visual Presentation

After determining the merchandise, enter the visualization design stage. Student groups should design at least two complete styling plans for the pop-up store theme, including clothing matching and makeup design. In terms of clothing matching, the content of Chapter 2, “Clothing Color Matching,” and Chapter 3, “Clothing Style Matching,” in the Clothing Matching course can be combined to focus on the overall performance of clothing and accessories. In terms of makeup design, creative makeup can be designed according to Chapter 5, “Makeup Trends and Creative Expression” in the Makeup Design course. For example, facial painting with Feitian (flying apsaras) mural elements can be designed in combination with the “Dunhuang Silk Road” theme^[8], so as to promote the perfect integration of makeup and clothing.

(4) Achievement Report and Comprehensive Evaluation

After completing the project tasks, each group is required to submit a complete pop-up store planning plan and conduct an on-site defense. During the defense, students need to display the planning plan, clothing matching renderings, makeup design drawings, and other effect presentations. Professional

teachers and enterprise mentors are responsible for the evaluation, with assessment points including the rationality of project connection, the feasibility of creative commercial transformation, and team collaboration efficiency.

3.2. Implement a dual-tutor system and virtual-real integrated industry-academia collaborative education mechanism

From the perspective of industry-academia integration, the construction of the “Three-in-One” practical teaching system also needs to strengthen the connection between colleges and universities and enterprises, build a “dual-tutor system” jointly guided by on-campus teachers and industry mentors with the help of enterprise resources, and construct a “virtual-real integrated” practical platform relying on on-campus training bases and off-campus enterprise spaces to meet the diverse needs of students’ practical learning.

Taking the school-enterprise cooperation project “Fashion Styling Blockbuster Shooting” as an example, colleges and universities can cooperate with local fashion stores or clothing brands to organize student teams to plan and promote “fashion styling blockbusters” for their seasonal flagship series products^[9], and test them through integrated media platforms. The specific process is as follows:

- (1) Project Launch and Demand Connection: Professional teachers and enterprise mentors jointly release project requirements, including relevant information about the partner’s flagship products, target groups, promotion channels, expected effects, etc.^[10]
- (2) Styling Plan Planning: After understanding the commercial goals of the project, the student team conducts styling planning centered on the products themselves. First, combined with the content of the Fashion Buyer course, analyze the selling points, price range, style positioning and other information of the product, and then propose a styling plan that accurately conveys the commodity value. Second, under the guidance of the content of the Clothing Matching course, extend the matching for the target product, plan the overall styling, including selecting appropriate accessories and a complete matching logic. Third, taking the content of the Makeup Design course as the carrier, students are required to design a corresponding makeup plan for the shooting protagonist according to the clothing style and shooting theme.
- (3) On-Site Execution and Adjustment: Select on-campus photography studios, brand physical stores, and local scenic spots for shooting. During the shooting process, professional teachers should provide students with guidance and suggestions on details such as lighting and composition, while enterprise mentors should put forward optimization feedback on students’ styling effects and image quality from a market perspective^[11].
- (4) Achievement Evaluation and Feedback: Submit the final film to the partner for actual promotion.

3.3. Establish an interdisciplinary and collaborative multi-dimensional teacher cooperation model

The construction of the “Three-in-One” practical teaching system requires the cooperation and mutual assistance of teachers corresponding to the three courses to jointly participate in the practical teaching of the fashion marketing major, create a highly collaborative learning project and platform that meets interdisciplinary requirements for students, and strengthen their comprehensive practical skills.

Taking the project “Development of Intangible Cultural Heritage (ICH) Recreated Series Makeup” as an example, teachers can use ICH carriers to guide students to innovate designs combined with the characteristics

and styles of ancient makeup and styling, which can not only deepen students' cultural confidence and inheritance awareness but also exercise their skill practice abilities in different disciplines. The specific process is as follows:

- (1) Form an Interdisciplinary Teaching and Research Group: Professional teachers of the three courses—Clothing Matching, Fashion Buyer, and Makeup Design—can form a teaching and research group and carry out joint lesson preparation activities. They put forward the corresponding teaching goals and training content for each discipline for the project content, and then complete systematic integration.
- (2) Enterprise Mentors Embed in Teaching: In addition to professional teachers, enterprise mentors, such as buyer store operation directors, film and television stylists, and clothing designers, can be invited to serve as project consultants to guide students to complete practical content.
- (3) Division of Labor and Collaborative Practice: Teachers of Fashion Buyer can guide students to analyze the acceptance of such Guochao cultural products by contemporary consumers; teachers of Clothing Matching can instruct students to innovate based on “Mawangdui silk pattern” clothing; teachers of Makeup Design can guide students to learn the techniques of “Tang Dynasty noble lady makeup”.
- (4) Integration of Project Achievements: Student groups integrate the knowledge and achievements learned from the three tasks to construct a complete makeup and clothing design plan, and produce renderings, which are evaluated by teachers and mentors.

3.4. Implement a process-oriented and comprehensive multi-dimensional dynamic evaluation system

The construction of the “Three-in-One” practical teaching system for the fashion marketing major also requires the optimization and improvement of the assessment and evaluation system. For the practical teaching integrating the three courses, teachers should establish a comprehensive evaluation plan that runs through the entire project, covers individuals and teams, and balances professional abilities and professional qualities^[12].

Taking the dynamic evaluation plan of the project “Comprehensive Planning of the ‘Oriental Charm’ Theme Pop-Up Store” as an example, teachers should design an evaluation system covering the entire project process and targeting the assessment points of the three courses for this practical teaching project. The evaluation implementation process is as follows:

- (1) Process Evaluation: This evaluation module accounts for 50% of the score, including two parts of the evaluation content. One is phased reports, which require scoring students' phased achievements, such as market research reports, merchandise planning plans, and styling plans^[13] to test students' application abilities of knowledge points in various disciplines. The second is team collaboration logs, which require student teams to submit meeting minutes, task division plans, problem-solving processes and methods during the project completion^[14]. After review, the instructor evaluates the communication and collaboration abilities and project management abilities displayed by students in the process.
- (2) Summative Evaluation: This module accounts for 40% of the score, mainly evaluating students' comprehensive achievements. Professional teachers can conduct a comprehensive evaluation of the student groups' final planning plans, styling works, on-site defense effects, etc.^[15] to examine students' knowledge integration abilities, creativity implementation completion, and expression and presentation abilities.
- (3) Comprehensive Literacy Evaluation: This module accounts for 10% of the score, mainly evaluated by enterprise mentors. It is necessary to analyze the market feasibility and innovation of the project in combination with the current situation of the industry, and evaluate students' professional qualities.

4. Conclusion

In summary, in the process of industry-academia integration construction, colleges and universities should promote the construction of the “Three-in-One” practical teaching system for the fashion marketing major to strengthen the interaction and connection between the three courses—Clothing Matching, Fashion Buyer, and Makeup Design. By breaking disciplinary barriers through comprehensive practical project links, students’ knowledge, abilities, and qualities can be integrated, thereby cultivating compound fashion talents who are proficient in professional skills, familiar with market rules, possess innovative thinking, and have team spirit.

Disclosure statement

The author declares no conflict of interest.

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