

# Research on Teaching Reform Practice of Marketing Courses Under the Digital Background

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**Abstract:** The arrival of the digital era has driven rapid technological and industrial changes, reshaping the landscape of the marketing industry. As a result, the traditional teaching of marketing courses can hardly meet industrial development demands and talent training objectives, making teaching reform an inevitable trend. Based on the digital background, this paper discusses practical strategies for the teaching reform of marketing courses, so as to provide theoretical support for improving teaching quality and cultivating talents for marketing majors.

**Keywords:** Digitalization; Marketing; Course teaching; Teaching reform; Universities

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## 1. Introduction

With the rapid iteration of big data, artificial intelligence and internet technologies, digitalization has penetrated deeply into the marketing sector, pushing the transformation of marketing models from offline-only to the integration of online and offline, precision and intelligence. The industry has raised higher requirements for the digital literacy and practical capabilities of marketing talents. As the core course for cultivating professional talents, the teaching quality of marketing courses is directly related to the matching degree between talent training and industrial demands <sup>[1]</sup>. Nevertheless, the current traditional teaching of marketing courses still suffers from many lagging problems and fails to satisfy the training requirements for marketing professionals in the digital era, so teaching reform is extremely urgent. Against this backdrop, carrying out research on teaching reform practice of marketing courses under the digital background bears important theoretical value and practical significance.

## **2. Demands for talents brought by marketing transformation and reform under the digital background**

### **2.1. Theoretical literacy of digital marketing**

Traditional marketing theories mainly focus on offline promotion, centering on classic content such as market surveys, brand building and maintenance, and sales channel management. The profound transformation of the marketing industry in the digital era puts brand-new requirements on practitioners. They are required to possess solid theoretical foundations of digital marketing, as well as a clear understanding of the core ideas, complete theoretical frameworks and overall development trends of digital marketing <sup>[2]</sup>.

First, students need to figure out the practical functions of various digital technologies in marketing and grasp the overall development laws of the industry, cultivate digital thinking, master theoretical knowledge related to digital marketing, keep track of the latest research achievements and development trends, update their knowledge in a timely manner, and build a progressive and flexible knowledge and theoretical system.

Second, interdisciplinary knowledge reserves are required. Students should integrate marketing, computer technology, big data analysis, consumer behavior and other knowledge to form comprehensive theoretical cognition, so as to analyze the operating characteristics of digital marketing from multiple perspectives and tackle various complex problems arising in practical work <sup>[3]</sup>.

Third, students must grasp relevant industrial policies and regulations, strictly abide by the professional codes of digital marketing and adhere to basic marketing ethics. On the premise of achieving marketing goals smoothly, they should also safeguard consumers' legitimate rights and social value, thus supporting the stable and orderly development of the entire marketing industry.

### **2.2. Digital marketing capabilities**

Under the digital background, the rapid application of artificial intelligence and big data has generated growing demands for digital skills in marketing posts. The teaching of marketing courses needs to align with core industrial demands and cultivate students' digital marketing capabilities <sup>[4]</sup>. The rapid development of big data analysis, artificial intelligence application, intelligent marketing tools and digital online communication provides support for marketing transformation. Therefore, university teachers should conduct teaching covering the complete workflow including market research, scheme planning, content production, channel promotion and effect review, and guide students to master practical methods and application ideas of various digital marketing techniques, so as to effectively improve the efficiency and actual performance of overall marketing work.

In addition, students need to proficiently carry out marketing promotion via various digital carriers such as social media, short video platforms, live streaming platforms and private domain operation tools to accurately reach target groups and build a multi-dimensional marketing communication system. Besides, they should learn to utilize all kinds of marketing automation tools to dig and cultivate marketing leads, maintain customer relationships, monitor marketing data and optimize schemes, standardize and streamline the whole marketing process, calmly cope with industrial technological changes and steadily strengthen their core competitiveness <sup>[5]</sup>.

### **2.3. Innovative thinking and adaptability**

Against the digital background, competition in the marketing industry is increasingly fierce and marketing models are updated at an accelerating pace. Students need innovative thinking and adaptability to better meet

industrial transformation demands. On the one hand, students must break the limits of traditional marketing thinking, establish brand-new digital marketing thinking based on data, user demands, precise promotion and win-win value, and build new marketing models adapted to the digital era <sup>[6]</sup>. Besides, they can flexibly apply various digital technologies to innovate marketing forms and enrich marketing content continuously. On the other hand, students need to accurately grasp consumers' actual demands and the overall market development trend, clarify their marketing objectives, then select appropriate marketing means, communication platforms and promotional content reasonably to build a comprehensive marketing system. This can not only adapt to all changes brought by industrial development, but also drive the continuous innovation and upgrading of marketing models and support steady industrial progress <sup>[7]</sup>.

### **3. Existing problems in current marketing course teaching**

#### **3.1. Disconnected teaching content**

Amid the wave of the digital economy, marketing formats and tools are updating rapidly. However, the content of marketing courses in universities is disconnected from industrial development <sup>[8]</sup>. For one thing, traditional teaching content accounts for a high proportion in current courses, and the overall curriculum system still leans on classic modules such as offline marketing, traditional channel operation and traditional brand construction. Core contents related to digital marketing are limited in courses, without systematic integration of emerging digital knowledge including big data marketing, AI marketing, social media marketing, private domain marketing and content marketing. For another, teaching content fails to be updated in a timely manner. Digital marketing technologies and models iterate extremely fast, with new marketing concepts, tools and methods emerging constantly, while the updating speed of course teaching content lags far behind industrial development. Textbooks and teaching materials that remain unchanged for years are commonly used, failing to incorporate cutting-edge industrial knowledge and practical achievements, resulting in a disconnect between students' knowledge and real industry practice <sup>[9]</sup>.

#### **3.2. Single and rigid teaching methods**

Under the digital background, traditional teaching methods can hardly meet the training demands for digital marketing talents and become a major obstacle to course teaching reform. The singleness of current marketing course teaching methods is mainly reflected in teachers dominating classrooms while students passively receive knowledge, lacking opportunities for active thinking, independent inquiry and practical operation. This fails to fit students' cognitive characteristics in the digital era and cannot effectively cultivate their digital practical abilities and innovative thinking <sup>[10]</sup>. In addition, theory and practice teaching are separated. The teaching of marketing courses mostly relies on theoretical lectures, lacking systematic application of practical teaching methods such as project-driven teaching, simulated training and digital tool operation, and fails to integrate deeply with digital marketing practice, making it impossible to effectively improve students' practical operation and problem-solving abilities.

#### **3.3. Insufficient literacy of teaching staff**

The teaching reform of marketing courses under the digital background puts forward higher requirements for teachers, who need digital technology application capabilities and forward-looking knowledge systems. Nevertheless, the current literacy level of teaching staff cannot satisfy such requirements.

First, some marketing teachers' knowledge systems are still confined to traditional marketing theories and practices, without systematic study and mastery of digital marketing knowledge. They lack an in-depth understanding of big data analysis, AI marketing, digital marketing tools, and other content, and cannot accurately grasp the core logic, development trends, and practical methods of digital marketing<sup>[11]</sup>.

Second, some teachers are not proficient in online teaching platforms, digital teaching tools and simulation training software, making it difficult to design targeted and interactive digital teaching content and methods, which hinders the advancement of teaching reform.

## **4. Practical strategies for teaching reform of marketing courses under the digital background**

### **4.1. Reconstruct course teaching content to accurately align with industrial transformation demands**

Teaching content is the main carrier for students to understand industrial development trends, post characteristics and transformation demands. Therefore, universities need to optimize the structure and update materials of teaching content based on the development trend and talent demands of the digital marketing industry, so as to realize precise alignment between teaching content and digital marketing practice<sup>[12]</sup>.

Systematically integrate core knowledge of digital marketing models including big data marketing, AI marketing, social marketing, private domain marketing, content marketing and live streaming marketing, clarify the core logic, operating mechanisms and application methods of each digital marketing model, and form a digital marketing knowledge framework ranging from basic to advanced, from theory to practice. Keep up with the development dynamics of the digital marketing industry, incorporate cutting-edge industrial concepts, new marketing tools and latest practical achievements into teaching content, and ensure the knowledge mastered by students fits the actual demands of digital marketing posts.

Integrate interdisciplinary knowledge. In view of the interdisciplinary characteristics of digital marketing, properly incorporate core knowledge of computer technology, big data analysis, consumer behavior, psychology, communication studies and other disciplines to cultivate students' comprehensive cognitive ability, enable them to understand the internal laws of digital marketing from multiple dimensions, enhance the flexibility and comprehensiveness of knowledge application, and help them master knowledge and skills matching industrial demands<sup>[13]</sup>.

### **4.2. Implement online-offline blended teaching mode to improve overall course teaching quality**

With the wide application of digital technologies in education, the teaching reform of higher education has been further promoted to a certain extent. Therefore, teachers of marketing courses need to rely on digital technologies to integrate diversified teaching resources including digital micro-lessons, teaching videos, electronic courseware, knowledge point explanations, digital training materials and cutting-edge industrial information, upload them to learning platforms, and guide students to conduct independent preview, knowledge consolidation and extended learning in spare time to grasp basic marketing theories, core digital marketing concepts and basic operational skills in advance<sup>[14]</sup>.

Meanwhile, teachers can utilize interactive functions on online learning platforms to answer students' questions in a timely manner, push targeted learning resources, guide online discussions and group

collaboration, and stimulate students' learning initiative and participation. In offline sessions, teachers shall carry out targeted key and difficult point analysis, case seminars, group collaboration and practical training combined with online learning performance, guide students to deeply understand the core logic of digital marketing, and design targeted practical tasks based on digital marketing post demands to improve students' digital application ability and problem-solving capacity.

### **4.3. Strengthen teaching staff construction to improve teachers' professional competence and digital literacy**

As the implementers of course teaching, the professional literacy and teaching ability of teachers directly determine the quality and effect of course teaching. Under the digital background, teachers' professional competence and digital literacy are the key guarantee for advancing the teaching reform of marketing courses. Hence, universities need to strengthen the construction of teaching staff and improve teachers' professional standard and digital literacy <sup>[15]</sup>.

Carry out systematic skill training, special thematic seminars and various academic exchanges on a regular basis to guide teachers to take the initiative to learn professional knowledge in the field of digital marketing, deeply master big data analysis, AI marketing, digital practical tools and other contents, fully grasp the actual development demands and overall trends of the digital marketing industry, and build a comprehensive professional knowledge framework of digital marketing. During training, teachers should take the initiative to learn cutting-edge industrial knowledge and practical achievements, keep track of dynamics and innovations in the digital marketing industry, and update teaching concepts and content in a timely manner.

Actively build and improve diversified school-enterprise cooperation platforms, and organize professional teachers to take temporary posts in digital marketing enterprises and internet companies, and carry out regular on-site research in enterprises. Through immersive frontline work experience, teachers can timely grasp the latest industrial trends, accurately understand the actual employment standards, real workflow and mainstream marketing operation modes of corresponding posts, and accumulate abundant practical experience consistent with the market. On this basis, integrate industrial practical achievements into daily classroom teaching to further strengthen the practicality of classroom teaching.

Encourage teachers to participate in real digital marketing projects of enterprises, closely combine project practice with daily classroom teaching, realize two-way in-depth integration between teaching content and industrial practice, steadily improve teachers' industrial practical ability, and effectively lift the overall classroom teaching quality and teaching standard.

### **4.4. Create virtual training scenarios relying on the advantages of digital technologies**

The innovation of teaching methods is a key link to improve marketing teaching effects. Single lecture-based teaching can hardly meet the learning demands of digital-native students. Teachers should make full use of digital technologies to stimulate students' initiative and participation. Teachers can adopt virtual reality, augmented reality, simulation training software and other digital technologies to build highly simulated, interactive and adjustable virtual marketing training scenarios covering all core practical fields of marketing, including market research, target audience positioning, marketing strategy design, digital channel operation, marketing content creation, marketing effect monitoring and optimization, customer relationship management and other core links. Students can carry out systematic practical operations in immersive and scenario-based

training environments to realize in-depth integration of theoretical knowledge and practical application and improve their digital marketing practical capabilities. In virtual training scenarios, students can obtain real-time marketing data to adjust marketing strategies pertinently. For example, students can independently design strategies such as data research, product positioning, pricing, digital channel selection and marketing content planning in virtual scenarios, complete content release, user interaction, traffic delivery and other operations, so as to achieve all-round capacity improvement.

## 5. Conclusion

The digital wave has brought comprehensive innovation to the marketing industry and put forward new requirements for the teaching of marketing courses in universities. By reconstructing course teaching content, implementing an online-offline blended teaching mode, strengthening teaching staff construction, and creating virtual training scenarios, universities can continuously keep up with industrial development trends, optimize reform measures, and cultivate compound digital marketing talents with both theoretical foundation and practical ability.

## Disclosure statement

The author declares no conflict of interest.

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