

Digital Teaching Reform and Practice of “Brand Planning Practice” Course Based on School-Enterprise Collaboration

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Abstract

In the context of digital development, the teaching of “Brand Planning Practice” course should not only focus on cultivating students' professional knowledge and skills but also emphasize their mastery of new technologies, comprehensive application abilities, and innovation and entrepreneurship capabilities. This requires the joint efforts of schools and enterprises to drive in-depth reform and innovation. This study integrates professional education with innovation and entrepreneurship education, explores and implements a digital teaching model based on school-enterprise collaboration, and aims to cultivate high-quality, innovative, and application-oriented brand planning talents to meet the needs of society and enterprises. The reform better serves the transformation and upgrading of local brands and regional economic development, providing a reference for related teaching practices in higher vocational education.

Keywords

School-enterprise cooperation, brand planning, teaching reform, digitalization.

1. Introduction

The development of the digital economy is driving brand transformation and upgrading, significantly increasing the demand for innovative application talents among enterprises. The 20th National Congress of the Communist Party of China emphasized the need to “promote the digitalization of education and build a learning society and a learning nation for all citizens.” This provides a clear direction and fundamental guidance for advancing educational reform and innovation and accelerating the construction of an education powerhouse. This project will use the marketing application course —— “Brand Planning Practice” as a case study to implement a school-enterprise collaborative “practical-competition” teaching practice plan based on the background of digital development. Based on the background of digital development, with the design principle of “integration of specialization and innovation, school-enterprise collaboration,” we aim to create an “online + offline” digital “practical-competition” innovative practice course teaching system, building a resource-sharing, multi-party win-win cycle of collaboration among schools, enterprises, and society.

1.1. Research significance

The “14th Five-Year Plan” of our country has clearly set the new goal of “accelerating digital development and building a Digital China.” As a key component of the Digital China strategy, the education sector has officially entered a new era of digital development under the guidance of policies such as the Digital China Strategy, “China Education Modernization 2035,” and the New Infrastructure for Education. In 2018, the State Council issued the “Opinions on Promoting High-Quality Development of Innovation and Entrepreneurship and Building an Upgraded Version of Mass Entrepreneurship and Innovation”. This document emphasized the need to strengthen the training and education of college students in innovation and entrepreneurship. In 2016, the General Office of the State Council released the “Opinions on Leveraging the Leading Role of Brands to Promote the Upgrade of Supply and Demand Structure”, which stated

that brands are a comprehensive reflection of the competitiveness of enterprises and even countries and proposed establishing brand talent training service institutions to form a multi-level brand talent training system. This indicates that, in the context of industrial transformation and upgrading and digital development, the awareness of brand construction and development planning across society is continuously growing. Enterprises are increasingly in demand for high-quality innovative talents in brand planning and talents skilled in applying new technologies, which imposes new requirements on the teaching models and talent cultivation paths of brand planning courses in higher vocational colleges.

The teaching model of brand planning courses in higher vocational colleges should be reformed and innovated to align with the development trends of vocational education and meet the job competency requirements of the talent market. In response to the opportunities and challenges of transformation and upgrading, relevant national departments have issued a series of policy documents that provide new methods and ideas for the reform of vocational education. Additionally, many professional competitions require teams with strong practical skills and the ability to support enterprise operations, which necessitates a certain level of integration in team building, involving the introduction of enterprises and enterprise mentors [1]. Therefore, promoting school-enterprise collaborative education by integrating real enterprise cases, innovation and entrepreneurship projects, and related skill competitions can help fully leverage the strengths of all parties, closely aligning practical teaching in higher education with economic and social development and employment needs.

1.2. Literature Review

With the development of the digital economy and innovation and entrepreneurship education, how to break through traditional teaching models and better cultivate talents for new technology applications has become a focal point in China's education sector in recent years. Currently, most research focuses on mechanisms for cultivating innovation and entrepreneurship talents, practical paths for industry-education integration, and integrated teaching models that combine courses with competitions. Si et al. (2024) and Zhang (2022) emphasized integrating fundamental theories with cutting-edge technological applications while spanning interdisciplinary knowledge domains [2]. Sun (2022) and Lu et al. (2020) observed that most higher vocational institutions adopt a superficial integration approach between innovation-entrepreneurship education and professional education, predominantly utilizing on-campus practice facilities [3]. However, this approach lacks substantive engagement with authentic enterprise production environments, failing to establish effective integration platforms.

In summary, existing research has explored various aspects, including the mechanisms for cultivating innovative and entrepreneurial talents, the practical paths for integrating industry and education, and the teaching models that blend courses with competitions. These studies have yielded relatively mature results. However, there is a lack of practical cases to draw upon for integrating "innovation and entrepreneurship" education into professional course instruction in the context of digital development, and for introducing a school-enterprise collaboration model to build a comprehensive new teaching system that supports the transformation and upgrading of traditional brands and regional economic and social development. Therefore, based on thorough preliminary research, this project team will implement a school-enterprise collaborative teaching reform practice for the "Brand Planning Practice" course, considering the background of digital development. Through scientific planning and implementation evaluation, the feasibility and effectiveness of this teaching model will be explored.

2. Analysis of Teaching Challenges

2.1. Outdated Teaching Content Failing to Meet Digital Development Needs

The current teaching content and accompanying textbooks of the “Practical Brand Planning” course are relatively traditional, with issues such as overly theoretical explanations, outdated case studies, and a lack of diverse practical formats. The knowledge and skills students acquire are outdated for the era of brand transformation and upgrading, failing to meet the demands of innovation and entrepreneurship talent development and digitalization [4]. This project aims to construct and optimize the teaching materials for the “Practical Brand Planning” course, taking into account students' professional foundations while reflecting the characteristics of technological advancements. It seeks to enhance the course's advanced and innovative aspects, better meeting the learning needs of students and the job requirements of enterprises.

2.2. Monotonous Teaching Methods with Insufficient School-Enterprise Collaboration

The current teaching methods and assessment approaches in the “Practical Brand Planning” course are relatively monotonous, lacking in real-world business environment creation and alignment with corporate job requirements. This approach fails to effectively motivate vocational college students to engage in self-directed learning and entrepreneurial practice. The project aims to address the issue of teacher-centered one-way instruction by incorporating real-world enterprise cases and innovation and entrepreneurship projects. It seeks to establish a “learning-training-innovation-competition” teaching system through collaboration between schools and enterprises. By integrating experiential classroom teaching, innovation and entrepreneurship projects, and relevant skills competitions, the course breaks down project tasks to enable students to learn independently, analyze problems, and solve them in practical training. This approach aims to stimulate students' initiative, foster their innovative thinking and entrepreneurial skills, and keep them updated with the latest industry trends.

2.3. Lack of Practical Experience Among Faculty and Limited Outcome Transformation

Currently, most teachers in the course teaching team lack practical experience in enterprises, leading to higher theoretical guidance but relatively weaker practical skills and a need for improved teaching outcomes. Through the teaching reform and practice of this study, we aim to more effectively enhance teachers' abilities in theoretical instruction, entrepreneurial practice, skill competition guidance, and social service application. This will promote the production and transformation of diversified teaching outcomes, which is crucial for building a “dual-qualified” teaching team with solid professional levels and strong business capabilities at the school.

3. Reform Framework and Approach

Based on the background of digital development, this project takes the teaching of “Brand Planning Practice” course in marketing as an example to explore and practice the digital teaching mode of school-enterprise cooperation under the perspective of innovation and entrepreneurship, see Figure 1.

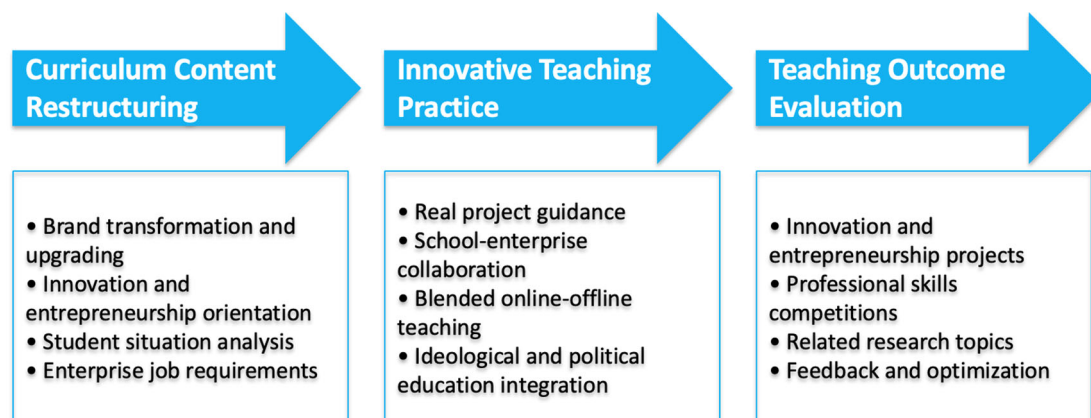


Figure 1. Reform Framework and Approach

3.1. Integrating Professional and Entrepreneurial Education to Restructure the Curriculum Content

In the context of digital economic development, brand transformation and upgrading, and innovation and entrepreneurship, the course standards for “Brand Planning Practice” have been repositioned based on the goals of professional talent cultivation and the actual learning conditions of students in the classroom. This aims to construct a more scientific course content system. “Brand Planning Practice” is a crucial course for marketing majors, integrating theory with practical operations and balancing knowledge with skills. Today, most companies face the challenge of digital transformation and upgrading [5], which raises higher standards for brand building and operation, thus expanding the job skills required for brand planning professionals. Additionally, there is a growing demand for individuals skilled in brand creation. Therefore, the course content needs to be reviewed, expanded, and optimized, based on real projects from school-enterprise cooperation, combining professional teaching with entrepreneurship education, aligning with the skill requirements of enterprise positions and innovation and entrepreneurship module tasks. This ensures that students, after mastering the basic theoretical knowledge of brand planning, can implement brand positioning, personality shaping, image recognition, communication and extension, and international management, based on market research results and industry digital trends. By constructing a “specialization and innovation integration” teaching content system, the foundation is laid for cultivating high-quality innovative and technical-skilled talents in brand planning, see Table 1.

Table 1. Curriculum Content Restructuring

Category	Content
Professional Knowledge Line	Brand Awareness → Brand Positioning → Brand Personality Building → Brand Image Recognition → Brand Communication → Brand Management
Entrepreneurship Practice Line	Research & Analysis → Planning & Copywriting → Brand Image Design → New Media Operation & Promotion → Brand Transformation & Upgrading
Ideological and Political Elements	Patriotic Education, National Confidence, Wenzhou Business Culture, Craftsmanship Spirit, Innovative Thinking, Professional Literacy

3.2. Practical competition to deepen the innovation practice of teaching mode

Guided by innovation and entrepreneurship projects, the course “Brand Planning Practice” leverages the collaborative advantages of schools and enterprises to implement an innovative “practical-competition” teaching model. The course follows a talent development path that integrates industry and education, with school-enterprise collaboration, based on the principle of “career-position-capability” progression. It organically combines four key components:

learning, practical training, entrepreneurship, and competition, forming a reform thread of "theory-practice-enhancement-transformation." Specifically, the learning classroom focuses on brand planning tasks, the practical training classroom supports local enterprise branding, the entrepreneurship classroom serves innovation and entrepreneurship projects, and the competition classroom is dedicated to professional skills competitions. In the teaching process, guided by the concept of ideological and political education, the course actively employs digital teaching methods such as new media resource sharing, professional software application, and online course platforms, creating a "online + offline" integrated teaching space. This approach encourages students to use digital resources and new media tools to independently arrange their studies, regularly share and exchange ideas, and further consolidate the teaching content through situational experiences and teacher-student evaluations, thereby enhancing teaching effectiveness and innovating the teaching model.

3.3. Linkage output to effectively evaluate teaching results

To establish a comprehensive course evaluation system that integrates the display of innovation and entrepreneurship achievements with performance in relevant skill competitions, schools and enterprises will collaborate to conduct a thorough assessment and validation of teaching outcomes, further optimizing course development. By implementing a "practical-competition" teaching model that combines specialized innovation and school-enterprise collaboration, the project aims to maximize benefits for teachers, students, and both parties: enhancing students' problem-solving skills and practical skills in brand planning; promoting the incubation and implementation of innovation and entrepreneurship projects by teachers and students, effectively preparing them for professional skill competitions; improving the faculty's research and social service capabilities, supporting local enterprises through horizontal and vertical research projects, and boosting the economic development of the Wenzhou-Taizhou region. This project is grounded in the innovation of course teaching and the integration of industry and education, integrating and sharing multiple collaborative outputs to optimize the school-school-enterprise collaborative talent cultivation mechanism, continuously improving the school-enterprise cooperative talent cultivation system that links inside and outside the school, providing comprehensive services, thereby effectively cultivating high-quality talents in brand planning and innovation application needed for regional economic development.

4. Implementation

4.1. Curriculum Restructuring: Integrating Theory and Practice with Ideological and Political Education

Based on the background of digital development and the new demands for brand application talents in the transformation and upgrading of enterprises, the course "Brand Planning Practice" is designed with a focus on integrating specialized and innovative elements, school-enterprise collaboration, and the integration of courses and competitions. The teaching content is scientifically structured and progressively layered, covering both theoretical knowledge and entrepreneurial practice, with ideological and political education integrated throughout the course.

In the online professional knowledge module, in line with the national brand development plan, theoretical modules are set up to cover brand awareness, positioning, personality shaping, image recognition, communication, and management. In the online entrepreneurship practice module, new models such as e-commerce live streaming and community group buying are integrated, focusing on the transformation and upgrading of local Wenzhou brands. Practical tasks include investigation and analysis, planning and writing, brand image design, new media

operation and promotion, and brand transformation and upgrading. In terms of integrating ideological and political elements, patriotic education, national confidence, Wenzhou business culture, craftsmanship, innovative thinking, and professional ethics are flexibly incorporated into the teaching process. During the optimization and improvement of course content, the needs for enterprise brand development are closely monitored, aligning courses with job positions to guide students to apply their knowledge to real-world market scenarios, analyzing dynamic and evolving brand planning from a multidisciplinary and multi-perspective perspective.

4.2. Teaching Model Innovation: "Practical-Competition" Approach with School-Enterprise Collaboration

The course of "Practical Brand Planning" innovates and reforms the teaching mode, closely combines the market demand of enterprises and enterprises in the industry, jointly promotes the innovative practice of the school-enterprise collaborative "practice-competition" teaching mode, and cultivates high-quality brand planning and innovation application talents suitable for the market.

The project adopts a collaborative education model involving both schools and enterprises, establishing a mutually beneficial long-term cooperation mechanism to ensure the effective implementation of the "learning-training-innovation-competition" teaching innovation practice. The curriculum focuses on the development of China Eye Valley, a local specialty in Wenzhou, by introducing real cases from cooperative enterprises. In this process, both higher vocational colleges and cooperative enterprises clearly define their responsibilities and obligations, forming a community of shared destiny based on aligned needs and interests, effectively supporting the incubation of teaching outcomes. This teaching model aims to enhance the talent cultivation system for innovative technical skills in higher vocational education, strengthen students' practical training, professional abilities, and innovation awareness, enhance the close ties between schools and industry, improve students' individual sustainable development capabilities and potential, and boost their employment and entrepreneurial abilities, thereby promoting the comprehensive development of students' abilities. On one hand, the curriculum precisely aligns with the needs of local enterprise brand transformation and upgrading, enhancing the ability of professional services to support industrial development, actively adapting to the requirements of digital economy development, scientifically and effectively shaping and spreading the distinctive brands of the Wenzhou-Taizhou region, serving the local economic and social development. On the other hand, during extracurricular practical teaching, students are actively guided to participate in college student innovation and entrepreneurship training projects, engage in brand planning, innovation and entrepreneurship, and other skill competitions, expanding the depth of the course.

4.3. Instructional Delivery: Blended "Online + Offline" Learning to Expand Educational Boundaries

In the implementation of specific teaching activities, this project makes full use of digital resources and diversified teaching platforms, integrates "online and offline", creates a digital three-dimensional teaching space, expands the teaching time and space, and improves students' learning enthusiasm and practical teaching effect.

Before the class, enterprise personnel and teachers should integrate relevant information-based teaching resources and typical enterprise cases based on the course's knowledge, skills, and quality requirements, to jointly guide students in completing their knowledge accumulation and practical preparation. During the class, the classroom subject should be flexibly adjusted at different times to enhance the process-oriented outcomes of teaching and learning, effectively utilizing tools such as Learning Hub, Ding Talk, online design platforms,

TikTok, and Weibo to enrich classroom activities. After the class, the application and comprehensive evaluation of the learned knowledge and skills should be implemented. Students are encouraged to practice the concept of "learning and applying flexibly" by integrating knowledge and skills into entrepreneurial projects and skill competitions. For example, students can use WeChat, Weibo, and TikTok to refine and share brand communication cases, collect relevant hot topics for collaborative discussions, promote the incubation of entrepreneurial projects, and prepare for professional skill competitions. Teachers should keep detailed records of student performance throughout the teaching process, guiding self-assessment and peer assessment, implementing multi-dimensional evaluations, and providing timely feedback and communication. This digital "online + offline "three-dimensional teaching space can break the time and space constraints of classroom teaching, better cultivate students' adaptability to the digital development era and their ability to learn and practice independently, effectively enhancing teaching outcomes.

5. Conclusion

The digital teaching reform and practice of the "Brand Planning Practice" course, based on collaboration between schools and enterprises, integrate professional course systems with digital teaching methods. This approach optimizes existing course materials, effectively enhances students' overall qualities, incubates innovation and entrepreneurship projects, and facilitates market transformation. Additionally, it expands competition teaching scenarios through multiple channels and comprehensive approaches, significantly improving the effectiveness of skill competition guidance. Furthermore, by deeply integrating industry and education and maintaining stable cooperation between schools and enterprises, the practical operational guidance skills of teachers are strengthened, further expanding the strength of the "dual-qualified" teacher team, promoting the transformation of teaching results, and serving regional economic development.

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