

Research on “Ideological and Political Education (IPE) in the Curriculum” Reform Practice—The Course: “Digital Marketing of Financial Products” as an Case Study

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Abstract: This article focuses on the “Ideological and Political Education in the Curriculum”(IPE) reform practice of the course “Digital Marketing of Financial Products” and elaborates in detail how to deeply integrate IPE elements into the whole course teaching. Through the implementation of the overall course design plan, the paper explores the IPE - oriented education approach of “Course - Workplace Requirement - Qualification Certificate - IPE Elements” integration and realizes the organic unity of knowledge transmission and value guidance. The research adopts a variety of teaching methods and means, such as case, Q&A, and OBE approaches, and combines information resources to create a learning environment for students where they can “Acquire Knowledge and IPE Anytime and Anywhere”. The article can have a positive impact on the professional training of teachers and students, scientific research, technical exchanges, and social services, which provides valuable experiences and examples for the IPE reform practices around the country.

1. Introduction

In the fast-paced era, the Ideological and Political Education in the Curriculum (IPE) has become significant importance for cultivating financial talents with “National Consciousness, Honesty and Trustworthiness, Continuous Improvement”[1]. The course “Digital Marketing of Financial Products” serves as a core curriculum for the major, Financial Services and Management, in the School of Economics and Finance, taking the responsibility of professional skills and comprehensive qualities. With the rapid development of financial technology, digital marketing of financial products has become an essential core course in the field of financial services and management. [2] This research project focuses on the “Digital Marketing of Financial Products,” aiming to explore how to deeply integrate IPE elements into every aspect of the course teaching to achieve the organic unity of knowledge teaching and value guidance.

2. Overall Design for IPE Course

The overall design concept of the course should revolve around the following three aspects:

2.1 Integration Concept

This course is designed around the integration of four aspects—"Course - Workplace Requirement - Qualification Certificate - IPE Elements" and the Outcomes - Based Education (OBE) philosophy. It uses project - based tasks to link IPE elements with knowledge points. By extracting cultural genes and values from professional courses, students gain course knowledge and develop a Craftsmanship Spirit of national consciousness, honesty, and continuous improvement.[3]

2.2 IT Empowerment

With the help of IT tools, such as the Deepseek AI and Chaoxing Learning APP, an online learning environment where students can "Acquire Knowledge and IPE Anytime and Anywhere".[4]The guidance of IPE values runs through the teaching objectives, content, methodologies, and the Before-In-After Class resources , highlighting the collaborative education effect of the "IPE+" courses.

2.3 OBE Task-Driven

The teaching approach should be upgraded from bare lecturing to OBE- Task-Driven autonomous learning mode. Through micro video and task-driven methods, the IPE elements will be integrated into each learning task, thereby achieving the Jigsaw Learning Model for core skills and abilities in specific workplaces.

3. The Specific IPE Practice Plan for "Digital Marketing of Financial Products" Course

3.1 Marketing and Consumer Markets

This module introduces core marketing concepts, its evolution, and consumer market traits. It explores transitions from Marketing 1.0 to 4.0 to illustrate the field's continuous innovation. The module emphasizes customer satisfaction, expectations, and perceived value, fostering a client-centered service mindset. Short video case studies highlighting craftsmanship are used to help students grasp professional knowledge and the pursuit of excellence in customer value, setting a solid foundation for advanced studies.

3.2 STP and Brand Strategy

In this module, STP strategies (Segmentation, Targeting, Positioning) will be learned in traditional and digital marketing, along with brand equity concepts. By analyzing the growth of domestic brands like Li Ning and Anta, students will develop brand awareness and a meticulous work attitude. [5]They will learn that brand building is not just a marketing strategy but also a reflection of national cultural confidence, thus establishing a consciousness to support domestic products and promote national brand development.

3.3 4P Marketing Strategies

This unit explores marketing strategies such as product, price, place, and promotion, along with

digital marketing brand communication. Using Haier's Weibo marketing case, it shows students how national brands innovate in the digital age. The course stresses ethical business practices and prompts students to consider the ethics of pricing strategies. Linking to the “Belt and Road” and “Rural Revitalization” initiatives, it illustrates how national strategies impact marketing, encouraging students to think globally and embrace social responsibility.

3.4 Financial Products and Marketing

This module focuses on financial products and their digital marketing, including the market environment and industry trends. Through case studies, students will learn about the importance of financial security as highlighted in the report of the 20th National Congress of the Communist Party of China, understanding the critical role of financial stability in national security.[5] The module aims to develop students' abilities to make marketing decisions using market environmental factors, while also enhancing their awareness of financial security and understanding of national financial policies.

3.5 Introduction of Banking, Insurance, Securities, and Consumer Financial Products

This part introduces the primary categories of financial products such as banks, insurance, securities, and consumer finance. It also discusses the demand for related employment positions. By analyzing the hazards of campus loans for college students through video case studies, the course helps students establish the concept of rational consumption and enhances their caution on financial fraud. Students will be able to recognize the importance of financial literacy in personal development and cultivate their team spirit and professional ethics.

3.6 Consumer Digital Portraits

This unit explains the methods of creating consumer portraits and their applications in marketing. Students will learn how to construct consumer portraits through data analysis and understand the impact of regional culture on consumer behavior. Through hands-on practice, students will develop a meticulous and thorough approach to analysis and work, while also share the value of outstanding national cultures in the transmission of modern marketing and dedication in jobs.

3.7 Digitized Communication

This module involves the definition, characteristics, categorization, and tools of digital information dissemination. By explaining the detail of “Advertising Law” of China and some cases, students can realise the significance of ethical business practices in community marketing, which aims to build students' collaborative teamwork and brainstorming abilities, while also emphasizing the honesty in digital marketing.[3]

3.8 Establishing Online Relationships

This part illustrates how to establish and maintain customer relationships through social platforms, teaching to utilize digital tools for customer engagement and service, developing a proactive and dedicated working attitude. Through practical tasks such as account management and data analysis, students will be able to enhance their practical skills and explore customer needs.

3.9 Community Operations

In this unit, IPE practices help learn community operation monetization strategies like membership fees, product sales, and data monetization. Using the Pure Cotton Era case, students learn the value of harmony in community interactions and business. The goal is to develop students' methodical work habits and attentiveness to community members' needs.

3.10 Designing Digital Marketing Solutions for Specific Populations and Products

This part requires students to design digital marketing solutions for specific populations or products. Through practical projects, students will learn how to protect customer benefits and human - centered services in their solution designs. The course aims to foster an innovative spirit and flexible work patterns among students, emphasizing a service philosophy that is customer - centered.

3.11 Optimizing and Adjusting Digital Marketing Solutions in Specific Scenarios

This unit teaches students to optimize marketing solutions using “teacher evaluation” and “peer evaluation.” They'll learn to make collaborative decisions in teams, developing professionalism and dedication. Through reflection and improvement, students will boost their work efficiency and solution quality, preparing for future careers.

4. IPE Reform Practice Methods and Strategies

IPE Reform Practice Methods and Strategies can be seen from figure 1:

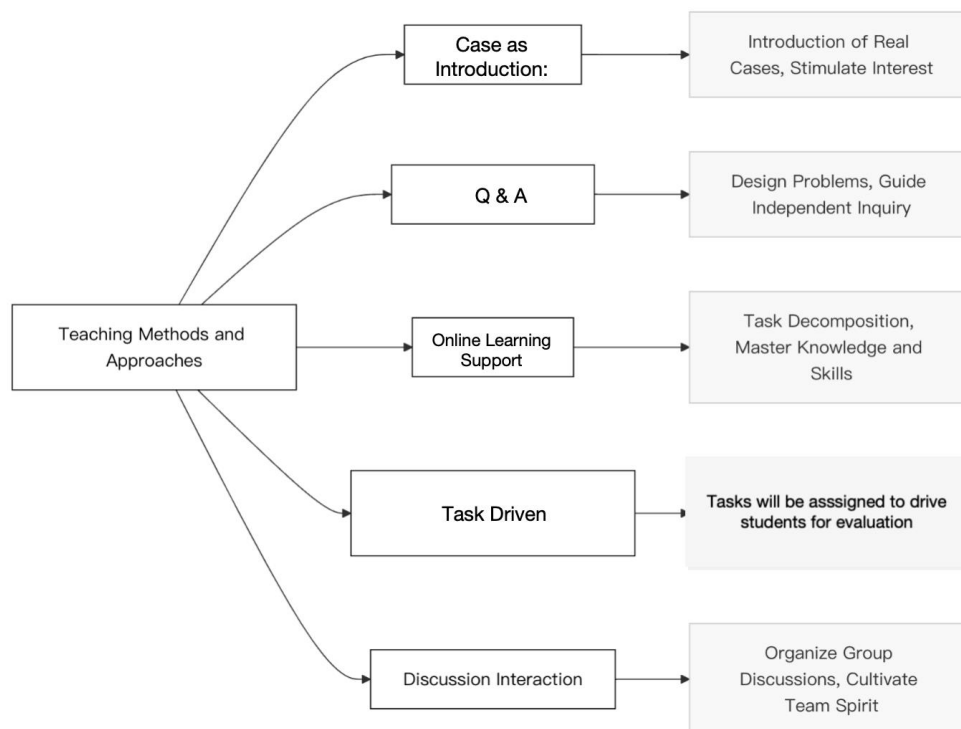


Figure 1: IPE Reform Practice Methods and Strategies

4.1 Case as Introduction

In each classes, real cases should be introduced to guide student reflection and discussion, boosting their interest and participation. For instance, in the “4P Strategy” unit, the Weibo marketing case of the domestic brand Haier could be applied. This approach allows students to explore the brand's development and marketing strategies, fostering awareness of supporting domestic products.

4.2 Q & A

Problems are crafted to encourage independent thinking and exploration. In the “Pricing Strategy” part, the pros and cons of different pricing strategies and their application scenarios are presented for student analysis and discussion. This cultivates critical thinking and problem - solving skills.

4.3 Task Driven

The curriculum should be divided into specific small tasks. In the “Promotional Mix Strategy” teaching, students will be tasked with designing a promotional plan for agricultural products. This is combined with the “Rural Revitalization” strategy to enhance students' understanding and application of national strategies.

4.4 Online Learning Support

The Chaoxing Learning or other online learning system should be utilized to offer abundant learning materials and interactive platforms. Students can preview before class, engage interactively in class, and review and extend their learning after classes, creating a learning environment “Acquire Knowledge and IPE Anytime and Anywhere”

4.5 Group Discussions and Interactive Communication Involved

Group discussions and interactive communication are organized to cultivate team spirit and communication skills. In the “Monetization of Community Operations” teaching, the Pure Cotton Times community operation case is discussed. This helps students understand the importance of community harmony and interaction, and establishes the value of “harmony.”

5. Conclusion

This project has achieved significant results by conducting ideological and political education reforms in the “Digital Marketing of Financial Products” course. The outcomes have been effectively applied and promoted in the Financial Services and Management program at Guangzhou College of Technology and Trade's School of Economics and Finance, influencing related business and economics programs. It has strongly supported the development of practice-oriented talent and serves as a model with great value for broader applications.

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