International Journal of Advanced Multidisciplinary Research and Studies

Innovation in Basic Marketing Teaching Methods Following the Trend of Digital Transformation

[1] Ngo Thi Dung, [2] Nguyen Thi Hong Loan
[1] Department of Quality Management, University of Labour and Social Affairs, Hanoi, Vietnam
[2] Department of Business Administration, University of Labour and Social Affairs, Hanoi, Vietnam

Corresponding Author: **Ngo Thi Dung**

Abstract

The digital transformation era opens up many new opportunities and challenges for the marketing industry. Teaching the basic Marketing module needs to innovate teaching methods to meet increasingly strict requirements on marketing human resources. Teaching methods are important because they communicate not just to an individual but to an entire generation. Especially in the era of digital transformation, when lecturers have a good teaching plan but use inappropriate methods, it will greatly affect the effectiveness of the classroom. Innovating teaching methods for the basic Marketing module, although not a completely new topic, is still highly topical and there are still many issues that need to be researched and thoroughly resolved. Using qualitative research methods, the authors have introduced basic concepts about digital transformation, digital transformation in education, and the impact of digital transformation on teaching, learning, and educational management. education; Analyze and evaluate the current situation of teaching and learning methods of basic Marketing courses at universities; From there, propose recommendations to innovate the teaching and learning methods of this module according to the trend of digital transformation.

Keywords: Digital Transformation, Teaching Methods, Basic Marketing

1. Introduction

The rapid change of the digital transformation era has been and will impact every area of social life in general and the marketing field in particular. Facing positive impacts, it also creates many new challenges for the marketing industry in the future. To adapt to new challenges, marketing training in general and basic marketing courses in particular play a very important role. Universities always innovate training programs, training content and training methods, especially teaching methods, to suit the times.

According to the results of the Educational Research Institute in the US, if learners only listen to lectures, their ability to remember is 5%. Read the article and remember 10%. Listening and seeing at the same time remember 20%. Consider doing the experiment first on the spot to remember 30%. Group discussion helps remember 50%. Practice by doing the exercises, recording them, and rewriting them to remember 75%. And remember, the best way to master it is to teach it to others, applying what you learn right after learning is 90% [1]. Currently, there is no one method that is best for all subjects, no method that is suitable for all teachers. Some people use this method effectively, but others bring unexpected results to the learner. Therefore, to truly optimize the teaching process, we must know how to properly combine such different methods to truly have quality. An effective teaching method must be one in which learners actively learn materials, discuss, express opinions, analyze and synthesize the issues being learned. The teacher only plays the role of a guide, orientator, equipping basic knowledge of the subject being learned, and a "referee" when learners discuss and criticize each other's opinions.

With the development of today's society, there are many modern teaching methods combined with traditional methods and depending on the lesson, subject, field of study... the lecturer chooses the combination. Therefore, the undergraduate marketing training process in general and the basic Marketing module in particular need to be considered, focused on, and emphasized the role of lecturers, and lecture content needs to be concise and consistent. connecting with real life, to build positive teaching methods towards digital education and for all students to move forward together, no student will be left behind in the digital age.

2. Theoretical basis

2.1 Digital transformation in teaching, learning and educational management

Digital transformation, also known as digitization, comprehensively is innovation in all aspects of each individual and group in many aspects such as lifestyle, learning, labor, and production methods. business, education... all use modern digital technology.

According to Hinings B & associates (2018) [2] that digital transformation is the combination of the effects of several digital innovations that bring new actions, structures, values and beliefs that can change, threaten, replace or supplement existing rules in organizations, ecosystems and industries.

Microsoft believes that digital transformation is thinking differently about the way groups connect many individuals, a lot of information and create values differently than before. Gartner, Inc. believes that digital transformation is really just using new techniques in technology to replace commercial forms, finding new advantages, creating revenue sources and newer values.

FPT believes that digital transformation in groups and companies is actually a process of converting to a digital organizational form from the traditional company form through the use of modern, specific technology and techniques, can be mentioned as big data, cloud computing, and internet of things (IoT) models to switch to new ways of managing, operating, the order of performing stages of work. To put it more simply, digital transformation is about replacing old-fashioned forms of commerce and administration with forms of production, commerce and management through advances in IT technology combined with electronics and telecommunication.

Up to now, the field of education and training still does not have a unified understanding of digital transformation in education and training in general, and in teaching in particular. From 2017 up to now, there have also been a number of studies and applications of digital transformation in the field of education. Digital transformation in educational management mainly takes place in some public services, or in the organization and operation of the education system. To Hong Nam (2020) [3] said that digital transformation "is transferring our activities from the real world to the virtual world in the network environment". This understanding describes the reality of operations, but does not describe the nature of teaching in digital transformation. Shifting arguments in teaching does not only include virtual teaching (online teaching). Digital transformation in education and training focuses on two main contents: Digital transformation in educational management and digital transformation in teaching, learning, testing, evaluation, and scientific research.

2.2 The impact of digital transformation in teaching, learning and educational management

2.2.1 Impact of digital transformation in teaching

Teaching is a process and also a strictly organized system, according to specific rules. In the internet environment, teaching still operates according to the rules of teaching. However, technical and technological factors have changed, and the teaching environment has also changed. These factors impact the entire teaching and learning system, making teaching and learning methods and organization teaching and learning positions have changed.

Applying technology in digital transformation to teaching activities helps teachers have the ability to connect multi-dimensionally, acquire a lot of human knowledge to supplement their lessons, and use technical tools to continuously improve the quality of lectures; Organize the teaching and learning process more vividly, more realistically, and more attractively. Teachers and learners are more proactive because the learning materials are fully, quickly and conveniently referenced in all situations and do not depend on a fixed environment as before. Teachers will master their knowledge, learners will also receive knowledge proactively so that the interaction between teachers and learners will be convenient and most effective.

Through smart and modern teaching and learning software in a digital environment, teachers can manage the learning process of learners: Take attendance, check learners' knowledge acquisition, and monitor the learning process. learning, evaluating the learning process, especially being able to analyze learners' learning behavior to have teaching methods suitable for learners. From absorbing those sources of information, teachers can adjust teaching plans, teaching content, and teaching methods that are most suitable for learners.

Teachers can prepare their courses and programs using the best and most unique content from the learning resources available on the school or society's system; Teachers can use materials provided by colleagues inside and outside the School to improve their lectures and teaching methods, and at the same time, they must also contribute to enriching this library of learning materials with lessons. Lectures, practice lessons, and tests to evaluate learners for the subjects they are in charge of.

Teachers will also have to constantly improve their knowledge and constantly study to adapt to changes in technology. Teachers will have to apply digital technology most effectively in teaching and scientific research activities such as building their own digital lectures, detailed digital practice guides, and scientific research projects. learning in the form of clips to provide learners with the ability to self-study anywhere, in any situation, at any time that is appropriate for the learner. Teachers must also always be proactive and ready to participate in programs and classes to improve their professional qualifications and ability to use the latest technology when possible to develop and improve the quality of teaching and scientific research.

2.2.2 Impact of digital transformation in learning

Learners can access knowledge and practical skills anywhere, anytime that best suits them, can be proactive in learning and applying knowledge into practice, strongly promote the development of learner-centered education and training.

Digital transformation helps learners have multi-sensory experiences that are easy to understand, remember, and arouse curiosity and interest in learners; Promote thinking and creativity while increasing interaction, practice and application of knowledge easily and easily, and can develop at a higher level in a short time.

Digital technology promotes an open education, helping teachers and learners access multi-dimensional information, narrowing all spaces, optimally saving time, thereby rapidly developing knowledge, awareness and thinking.

Digital technology in education and training promotes the construction of large learning materials systems, virtual laboratories, and virtual reality models capable of

interacting with users; Create flexible, lively, and equal learning space and time. Learners save on tuition, living expenses and study materials. Thanks to increased interactivity and practicality - application, learners can participate in discussions and perform practical exercises in virtual space between learners and teachers, classmates... to continuously improve improve your knowledge and skills.

Save learning time: Compared to traditional training methods, online classes help learners save 20% to 30% of time by reducing travel time and using intermediary services for studying (doing work such as attending meetings, student affairs, etc.), especially in epidemic conditions where normal travel is not possible.

Learners have many opportunities to share with each other when participating in learning: Online learning is not just about participating alone but also about forming study groups to make learning more comprehensive. Many supported features help learners easily contact, exchange and discuss with each other quickly and extremely conveniently. This is extremely useful because from there they can supplement each other's knowledge or work together to solve problems that arise during the learning process, and practice teamwork skills together. This not only helps students while studying but also after graduation. Especially with informal classes, learners are often working people, have a lot of knowledge about reality and have many relationships in society.

2.2.3 Impact of digital transformation in education and training management

Digital transformation shows that the current traditional pedagogical methods and techniques based on the centralized model at training facilities are no longer effective, and cannot even be deployed in conditions such as during a pandemic or in difficult circumstances. Similar scenes can happen at any time to humanity. The way of implementing and implementing teaching-learning activities and teaching-learning methods must be changed; requires creativity and flexibility in applying and using technology equipment and features so that teaching and learning are most effective. Digital transformation is not just about digitizing lectures or applying software to teaching; but also the transformation of the entire way, teaching methods, classroom management techniques, and interaction with learners carried out in the digital space; exploiting the achievements of information technology and artificial intelligence in content design as well as teaching implementation tools, taking advantage of the strengths of technology to personalize education and training programs. In addition, all data about the learner's learning process is also tracked and stored using technology, not through a bookkeeping system as before.

Furthermore, new training methods will require equipment and facilities serving education and training activities to also change. Digital transformation is not just about digitizing document sources but also requires converting hardware, enhancing appropriate equipment and facilities, thereby leading to the management of resources for Education and training activities also change.

Digital transformation also helps the management, inspection and testing of the teaching and learning process and the process of testing and evaluating learners directly, objectively, fairly, and transparently with specific evidence. The new education-training process will improve training quality and save costs, bringing many benefits to the School and learners.

3. Innovate basic Marketing teaching methods according to the trend of digital transformation

Today in the era of digital transformation, Marketing has become a social science that depends heavily on new technologies. As technology advances, the marketing industry in general and the way of teaching the basic Marketing module in particular must also progress, and the teaching method will be different from before the digital transformation at some levels. Therefore, educational institutions and universities should be aware that they should update their knowledge regularly, learn about new tools that are starting to be used in teaching, develop software skills and hard as well as adjust teaching methods and materials accordingly.

In the age of digital transformation, everything can be learned outside of university. This does not mean that universities become obsolete, instead, they are an environment for learners to be exposed to new technology, learn to separate useful information from the vast amount of knowledge, transform this useful information into successful applications. Therefore, the role of marketing training and basic Marketing courses in universities and educational organizations shifts to a supporting role instead of just the role of a teacher.

The main content of the basic Marketing module focuses mainly on the following issues: Concepts, nature, and basic functions of Marketing for businesses. Basic content about consumer behavior of individual customers, corporate customers, distinguishing between 4P and 7P marketing mix, how to analyze the Marketing environment. Basic knowledge of Marketing research, market segmentation activities, target market selection and market positioning. Product strategies, pricing strategies, distribution strategies and promotion strategies. Knowledge of planning, organizing, implementing and controlling marketing throughout the entire process. The goal of this module is to help students grasp basic issues of marketing activities in businesses such as market research, market positioning, product creation, pricing, distribution and promotion in businesses. However, schools need to change the method of teaching basic Marketing modules in particular, and modules in the field of marketing in general in the era of digital transformation for many reasons such as: (1) Changing technology and improvements in communication and learning; (2) New customer needs; (3) New types of business: e-business, mobile applications, etc; (4) New demands from businesses, breakthrough innovation and businesses need to continuously change technology; (5) Create more contact points with information technology; (6) Easy access to information; (7) Open resources and easy access to information; (8) During the process of teaching the basic Marketing module, many learners complained about the incompatibility between the theory in the textbook and the actual situation of businesses. Some of them ask educational organizations and teachers to change their programs and teaching methods to suit reality. Finally, educational institutions and teachers have made great efforts to embrace new developments and use them in their lessons, but the gap between marketing practice and academia tends to widen. The skills and theories being taught in faculties are still essential, but the digital transformation era has

introduced new things and forced educational institutions and universities to update. It can be seen that schools and faculties offering marketing training in general and basic marketing courses in particular try to bridge the gap between practice, reality and theory by adding new courses to their programs. Popular textbooks also reflected this change in their new editions, and even new books titled "digital marketing" began to appear. In addition, they also set up lessons using pre-programmed learning software, etc. Therefore, training basic Marketing courses in the era of digital transformation should apply new educational methods and teaching methods.

4. Some solutions to innovate basic Marketing teaching methods according to the trend of digital transformation

Based on the actual situation of the module, the authors propose some solutions as follows:

Firstly, Organize group discussions, this is a new teaching method that lecturers use to create a positive learning environment for students. From the introduction of group discussion topics in the first session of the module, the lecturer conveyed the message that the module will not only be a process of learning theory through the lecturer's teaching, but also a Active and interactive learning process among students through group discussion activities. By choosing a group discussion topic related to marketing activities of businesses in the country and around the world, lecturers have suggested to students the importance of this topic in the modern business world. This can help students become more motivated to participate in group discussions and research the topic. Organizing group discussions also helps enhance students' social interaction and problem-solving skills. By working in a group, students can learn and exchange knowledge with each other, while also learning how to work and solve problems in a group environment. All of these support the learning process and improve the quality of education.

Second, lecturers need to use problem-based teaching methods related to the actual marketing activities of businesses. Instructors will introduce topics related to marketing activities of domestic and world businesses. These topics may include: Market research, market positioning, product creation, pricing, distribution and promotion within the business. This teaching method will allow students to apply the knowledge they have acquired to solve real-life problems. By focusing on real-life issues, lecturers help students better understand the marketing activities of businesses and equip them with practical skills to apply in their future jobs. With this teaching method, lecturers hope that students will be able to apply knowledge into practice effectively, thereby making learning meaningful and bringing practical benefits to students.

Third, use electronic lectures (E-Learning) to meet students' learning needs. The E-Learning system was developed to help students refer to teaching materials and discuss online with lecturers easily without having to meet face to face, bringing convenience and flexibility in learning. In addition, Universities should establish a Digital Teaching Center to combine face-to-face and online teaching through the LMS system. This will help improve training quality and diversify teaching methods. By using the LMS system, students will have access to many different learning materials, supported by technology and can study anywhere and at any time at their own pace and time. With the benefits that E-Learning

and LMS systems bring, using technology to teach in the marketing industry will help enhance training quality, reduce time and operating costs as well as providing convenience for students. Therefore, establishing a Digital Teaching Center and combining face-to-face and online teaching through the LMS system is a reasonable and advanced solution to improve the quality of training in the marketing industry.

Fourth, To innovate teaching methods by applying information technology, this is very necessary work. Lecturers can use teaching support tools such as www.polleverywhere.com, kahoot.com, socrative.com, mentimeter.com to create a vibrant learning atmosphere, attract concentration and create student excitement for the subject. For example, instructors can use the mentimeter.com tool to design multiple-choice questions with the goal of synthesizing new knowledge taught. Students will answer questions and their scores will be tallied. Students who answer correctly and fastest will be awarded points and the lecturer will praise these students in front of the whole class. Thus, after each class session, lecturers can count the number of students who understand the lesson and increase students' proactive learning through knowledge competitions. For reading materials, instructors can guide students to search and look up information on the internet to consolidate learned knowledge. Through accessing different sources of knowledge, students will better understand the lesson and be able to access many different perspectives. To do this, universities need to enhance the ability to apply digital teaching technology for teachers and learners, and build digital learning resources as a digital database for online learning content to serving learners' learning activities, sharing digital teaching resources between schools and strengthening cooperation with businesses to create an environment for students to experience real-life experiences.

5. Conclusion

The application of information technology and the use of teaching support tools to innovate teaching methods will help enhance teaching quality, attract students' attention and proactive learning. Teaching is a complex process, with many factors that need to be considered to ensure quality teaching and learning activities. Although the teaching methods used are important tools, the most important factor to improve teaching quality is still the dedication of the lecturer. According to Thich Nhat Hanh & Weare (2018) [4], creating a good learning environment also depends on many other factors beyond teaching techniques. To better educate students, lecturers need to adopt an open mindset, which means smiling more and listening to students not only with their ears but also with their hearts. This requires us to have open minds and sincere hearts to understand what students want to convey and feel their emotions. To do this, lecturers need to change their approach to students, finding new teaching methods suitable to the times and students' personalities. The important thing for instructors to do is to adjust expectations for students. Requirements should not be set too high to avoid creating a feeling of pressure and inferiority for students. Instead, lecturers should increase trust in students, empower them in planning learning, discussing and exchanging in class, dividing tasks and managing group members for students. At the same time, lecturers need to praise and acknowledge students' progress.

Words of encouragement and recognition of small student achievements will help motivate and encourage continuous improvement in students. This also helps create a positive learning environment, encouraging students' passion and curiosity in learning. At the same time, instructors need to create a fun and friendly learning environment. This not only helps create a positive learning atmosphere, but also helps create connection and interaction between students and instructors. However, lecturers also need to ensure quality learning and healthy competition in the classroom. Finally, lecturers need to be careful when using technology in teaching because if information technology is not used effectively and carefully, it can become a barrier and create a gap between lecturers and students. To avoid this from happening, lecturers need to pay attention, monitor and promptly support students in using information technology. Lecturers need to help students understand how to use information technology to support learning and avoid risks and abuse. However, instructors also need to be careful not to rely too much on technology and forego direct interactions and instruction, creating a better learning environment and developing students' skills and competencies.

6. References

1. Le Hong Hanh. Education in the 4.0 industrial age, 2020.
2. http://pgdhailang.quangtri.edu.vn/tin-tuc-su-kien/Giao-duc-thoi-dai-4.0/Giao-duc-trong-thoi-dai-cach-mang-cong-nghiep-4.0. html
3. Hinings B, Gegenhuber T, Greenwood R. Digital innovation and transformation: An institutional perspective. Information and Organization. 2018; 28(1):52-61.
4. To Hong Nam. Digital transformation in the field of education and training: Current situation and solutions, 2020. http://hvcsnd.edu.vn/nghien-cuu-traodoi/dai-hoc-40/chuyen -do-so in the field of communication-education-and-creation-of-page-and-phase-phap-6454.
5. Thich Nhat Hanh, Weare K. Happy teachers will change the world. Hanoi Publishing House, 2018.