

Research on the Teaching and Assessment Mechanism of Brand Strategy Curriculum Based on Product Thinking Orientation

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Abstract: Since entering the information age, the development of new media technology has played an important role in the process of brand promotion and dissemination in enterprises. This requires enterprise advertising designers to firmly grasp the core advantages of the enterprise, design novel and unique advertising design works, and thereby improve the brand awareness of the enterprise. As an important battlefield for cultivating high-quality talents, universities should accelerate the reform of brand strategy courses, enhance students' professional qualities and abilities, and cultivate composite talents who can actively meet the demands of society. Based on this, this paper conducts research on the teaching and assessment mechanism of brand strategy courses under the guidance of product thinking. This aims to provide certain reference and reference value for university teachers to promote teaching reform and improve the quality of talent cultivation.

Keywords: Product Mindset Orientation; Brand Strategy Course; Assessment and Evaluation Mechanism

1. Introduction

As a unique symbol of corporate image, a brand has strong potential value. The popularity of a brand has a significant impact on a company's market share and profit margin. The core advantages of a brand mainly come from the brand image, reputation, and consumer recognition of the brand established by the enterprise. Advertising is an important component of a company's brand strategy. The corporate information and image conveyed through advertising can also showcase the unique advantages of corporate products to

consumers, further enhancing consumer trust in the corporate brand and enhancing the competitive advantage of the enterprise in similar products. This is of great significance for enhancing and stimulating user purchasing behavior, and promoting the long-term development of enterprises. [1]

2. Teaching Reform Direction of Brand Strategy Course Based on Product Thinking Orientation

With the important transformation of China's development strategy towards becoming a strong brand country, the demand for high-quality brand strategy talents is gradually increasing. As an important professional course in advertising, brand strategy courses should also keep up with the requirements of the times and actively seek change and improvement. Only in this way can we meet the actual needs of the new era society and enterprises for high-quality brand strategic talents. It enables students to design high-quality brand design works that are in line with the actual development of the enterprise, and improve their employment competitiveness.

2.1. Strengthening Practical Training for Students Based on New Media Technology

The brand strategy course has strong practicality. Therefore, under the guidance of product thinking, universities should actively utilize new media technology to provide students with more practical training opportunities, and encourage students to actively apply the theoretical knowledge of brand courses to practice. Firstly, universities should actively establish a good cooperation mechanism with enterprises, introduce their brand design projects into classroom teaching, provide students with more practical opportunities, and enable them to keep up with the design requirements of market development

for corporate brand image, thereby enhancing their brand design abilities. It can also encourage students to design works that truly align with the market and strengthen their employment competitiveness. Secondly, universities can actively organize corporate brand image design competitions with other universities and local enterprises, or actively encourage students to participate in other forms of brand design activities, enrich their brand design experience, and improve their comprehensive skills. In addition, in the process of corporate brand design, designers must have a comprehensive understanding of the company's brand development history, core product advantages, target audience, and brand promotion channels in order to design targeted brand works. Therefore, university teachers can guide students to conduct on-site research activities using local enterprises as examples, and design brand promotion based on the final research information. Universities should also actively invite brand designers from enterprises to provide specific practical guidance, in order to help students comprehensively grasp the process of brand design and improve their practical operation abilities. [2]

2.2. Building a New Media Online Teaching Resource Platform

The application of various new media technologies is gradually penetrating into the education and teaching of universities. This not only effectively enhances the fun and activity of educational classrooms, but also plays an important role in stimulating students' innovative design thinking and meeting their diverse learning needs. Therefore, under the guidance of product thinking, universities should promptly supplement students with rich brand design cases, broaden their horizons and thinking in brand design. On the one hand, under the guidance of product thinking, university teachers should actively integrate existing educational and teaching resources, or actively introduce brand design cases and classic advertising design cases from platforms such as MOOC, to expand the resource reserves of online teaching resource platforms. On the other hand, university teachers can actively upload brand design works or teaching videos designed by students to the platform, actively share and build with other universities, and encourage students to actively use their

spare time for learning, accumulating rich experience for their own brand design. Moreover, using new media platforms, university teachers should actively strengthen students' learning of other courses such as copywriting, poster design, and event design, in order to comprehensively improve their brand design abilities.

3. Reform Ideas for the Assessment and Evaluation Mechanism of Brand Strategy Courses Based on Product Thinking Orientation

Under the guidance of product thinking, the assessment and evaluation mechanism of brand strategy courses should actively follow the basic idea of "theoretical assessment and practical assessment", [3] enrich the content of assessment and evaluation, and innovate the basic methods of assessment and evaluation. At the same time, students themselves should also be included in the assessment and evaluation mechanism to conduct comprehensive evaluations of students.

3.1. To Enrich the Content of Assessment and Evaluation

University teachers should actively enrich the assessment and evaluation content of brand strategy courses. In the past, the grades of assessment courses formulated by university teachers mainly consisted of two aspects: regular grades and classroom performance. The assessment content is relatively single, unable to provide comprehensive evaluation of students, and unable to provide substantial supervision and promotion for students. Under the guidance of product thinking, university teachers must enrich the content of student assessment and evaluation, strengthen the close connection between classroom evaluation and market demand, and regard the latest market requirements for brand design talents as one of the important reference standards for student assessment and evaluation.

Firstly, university teachers should actively incorporate students' comprehensive abilities into the curriculum assessment indicators. For example, in the process of brand design, students must have strong research and analysis skills, teamwork skills, innovative design skills, and the ability to comprehensively apply knowledge. Moreover, students can also design brand works in different forms and styles based

on the different promotional channels chosen by the enterprise. University teachers can comprehensively consider the classroom teaching objectives and evaluate the comprehensive quality and ability of students themselves. Secondly, the ultimate goal of brand design and brand promotion strategy is to help enterprises establish a good brand image, enhance the promotional effect of marketing activities, and enhance brand influence. Therefore, university teachers should also take the initiative to include the performance of students in brand design, as well as whether the works designed by students are feasible and innovative, whether they can bring certain profit value to the enterprise, or whether they can achieve good promotional effects, in the comprehensive assessment and evaluation of students. To encourage students to actively integrate with reality in the process of brand design. In addition, students need to establish good cooperation with group members in the process of brand design in order to brainstorm and design brand design works that are in line with the actual situation of the enterprise and maximize promotional effects. So, teachers can also actively incorporate the final results of group project practice, student participation in various design competitions, and so on into the comprehensive assessment and evaluation of students.

3.2. To Innovate Assessment and Evaluation Methods

In addition to the conventional mid-term and final assessment methods, teachers can also combine multimedia innovation assessment and evaluation methods. For example, with the development of new media, corporate brands need to fully integrate WeChat, Tiktok, Little Red Book and other media platforms in the promotion process. Therefore, teachers can guide students to actively combine brand information dissemination models and diversified communication channels in the new media environment, allowing students to independently design brand promotional design works with different styles. Teachers can use the final brand promotion effect as an important indicator for assessing and evaluating students. Under the guidance of product thinking, teachers will inevitably use project-based teaching methods in carrying out teaching activities, and teachers can also assess and

evaluate students in the process of project practice. While, teachers can divide students into different groups and assign different project tasks. Finally, the teacher organizes project evaluation and acceptance of project results, and evaluates students' independent exploration ability, aesthetic design ability, and collaborative exploration ability from multiple perspectives. [4]

In the era of new media, teachers can also actively use online teaching platforms to establish a network evaluation system. This can not only quantitatively assign values to students' online learning behavior as a basis for teacher evaluation, but also provide real-time feedback. Both teachers and students can timely understand the learning status of students at a certain stage of learning and conduct objective analysis. Teachers are particularly capable of developing targeted solutions for the weak areas of students in brand design courses, urging them to continuously improve and enhance their learning outcomes.

3.3. To Diversify the Evaluation Subject

To ensure the comprehensiveness and comprehensiveness of teaching evaluation, universities also enrich the main body of teaching evaluation. Firstly, universities should actively strengthen cooperation between schools and enterprises, invite corporate brand promotion planners to participate in the evaluation of practical courses, and evaluate the internship performance and comprehensive abilities of students during the practical training internship period. Secondly, teachers should also actively include students in the evaluation process, allowing group members to conduct peer evaluations as an important reference for student assessment and evaluation. [5] In addition, university teachers can also guide students to conduct self-evaluation. It should be noted that in guiding students to conduct self-evaluation, teachers should pay attention to their own qualities, abilities, spiritual qualities, insights, and gains, and guide students to clarify their future development goals, rather than making horizontal comparisons between students.

4. Conclusion

In summary, in the era of new media, the teaching reform of brand strategy courses

should actively establish a product strategic thinking orientation, strengthen school-enterprise cooperation, and provide students with rich brand design resources. University teachers should carry out rich practical activities to strengthen the close connection between curriculum teaching and social practice, and enhance students' innovative design ability and comprehensive quality ability. Through this, students can be encouraged to design innovative and unique brand works that are in line with social development, and improve the quality of talent cultivation in university brand strategy courses.

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