

# *Application of Task-driven Teaching Method in International Marketing Teaching by Taking Presentation as a Tool*

**Lichao Tian**

*School of Economics and Management, Taishan University, P.R. China*

*tlc\_amy@126.com*

**Keywords:** task-driven teaching method, teaching reform, presentation, international marketing

**Abstract:** Display and statement with the aid of multimedia tools, namely, presentation, has been widely used in modern business environment. Many universities have intensified their training on students' Presentation skills to adapt to the new trend, which can also be used in task-driven teaching method for students showing what they have done in the task. This paper selects the International Economics and Trade core course International Marketing as the research object, and task-driven teaching method was applied by taking presentation as a tool. Task-driven teaching method is a kind of teaching method based on constructivism learning theory. It changes the traditional teaching idea of imparting knowledge into multidimensional interactive teaching idea of solving problems and completing tasks. This teaching method is to incite students to complete the corresponding presentation tasks through autonomous learning. By practicing, this teaching method has been found certain advantages in improving the quality of classroom teaching, including, on one hand, strengthening students' mastery of professional knowledge; on the other hand, exercising the comprehensive ability of multimedia presentation, so as to help them have stronger competitiveness in the future employment market.

## **1. Introduction**

In the business environment, presentation requires the presenter to carry out vivid meaningful expression and communication with the help of multimedia tools. At present, presentation has been widely used in daily management and business communication activities of enterprises. Being able to skillfully make a brief and concise presentation with the help of multimedia has become more and more important for graduates majoring in economics and management in job hunting. However, in the traditional teaching method, students are usually reluctant to make deep research independently, whose learning process is tend to be passive. As a result, the learning effect is unsatisfactory. The task-driven teaching method by using presentation as a tool can help students carry out autonomous learning in a task-driven environment, gain a deeper understanding of

relevant knowledge, and master the skills of presentation [1]. Therefore, this paper studies the application of task-driven method by presentation on International Marketing teaching, the major course of international Economics and Trade.

## **2. The Necessity and Importance of Introducing Task-driven Method into International Marketing Teaching**

Task-driven teaching method is a kind of teaching method based on constructivism learning theory[2]. It changes the traditional teaching idea of imparting knowledge into multidimensional interactive teaching idea of solving problems and completing tasks. This teaching method is to incite students to complete the corresponding presentation tasks through autonomous learning. By using presentation as a tool, students are required to solve the tasks assigned by the teacher in advance in the way of individual or group in the classroom teaching process, and then share their views with the whole class by PowerPoint or other presentation tools [3]. Presentation is a highly practical, inquiry-based, independent and interactive teaching method which has been widely used in the education of many universities. Usually, there will be 1-2 group presentations for each course in each semester, with relevant learning reports after then, and the scores account for about 30% of the total score. Students generally attach great importance to this activity, and are willing to put a lot of energy into data search, group discussion, display optimization and rehearsal. In the final presentation, students are required to wear suits, simulate a business environment, and have a Q&A session. This activity has played an important role in stimulate students' enthusiasm on study, improving their language expression ability and enhancing their teamwork awareness. However, students in many colleges and universities in China rarely have the opportunity to express their opinions openly due to the class size limitation and other reasons, which has become the drawback in job hunting. The traditional teacher-centered classroom teaching method is difficult to provide the opportunity for students to improve their discovery, analysis, and solution abilities [4].

International Marketing is the core course of international economics and trade major, which is usually offered in the fourth or fifth semester. This course mainly teaches marketing principles and their application in the international market to help students fully understand the changing trend of the international market environment, master the basic theories and methods of entering the international market, marketing mix strategies, and cultivate students' ability to solve various problems in international marketing. Due to the strong practicality of this course, a large number of case studies are often introduced in class. It is necessary for students to complete tasks by independent case study and presentation in class to strengthen their understanding of knowledge [5].

## **3. Application in International Marketing Teaching**

### **3.1 Teaching Objectives and Implementation Process**

In class, the students are required to be familiar with case-related theories, have a more comprehensive and in-depth understanding of relevant knowledge by autonomous learning, and be able to use the knowledge learned to analyze marketing cases. Based on the task-driven presentation, the students should master the basic skills of presentation, be proficient in the use of relevant multimedia display software, gain the ability of autonomous learning and be able to clearly express their views in public.

The application process is in the following:

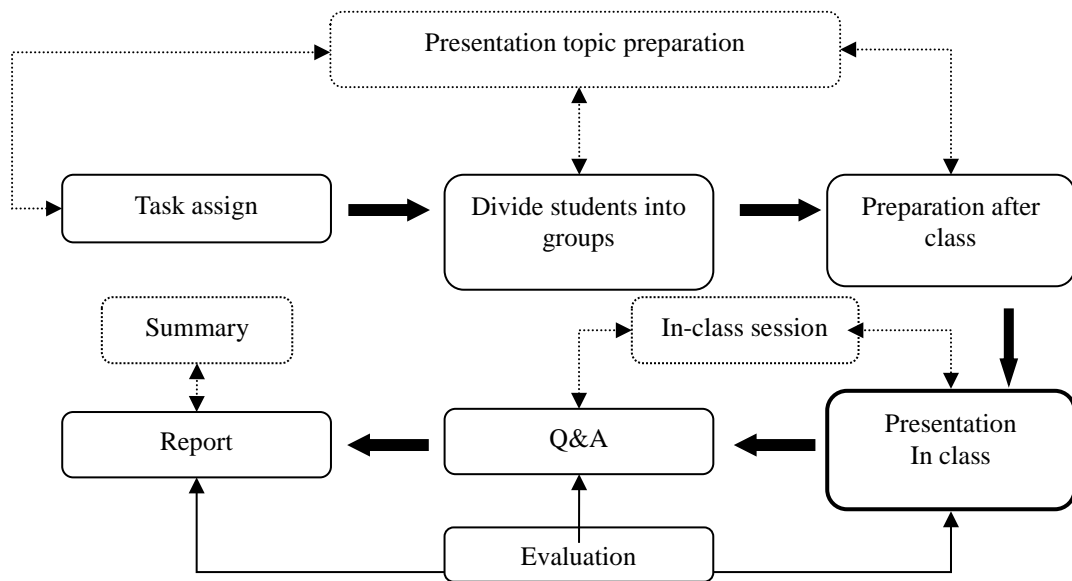


Figure 1: Implementation flow chart of task-driven presentation teaching method

### 3.2 The Concrete Implementation Measures

In the task allocation and preparation stage, teachers first sort out the topics of each class in advance according to the requirements of the curriculum outline, and then form relevant topics, which are announced to everyone in the classroom at the beginning of each semester. For example, international marketing environment, big marketing theory, product decision, brand decision, etc. Students could freely combine into learning groups of 5-8 people each, and prepare a 10-15 minute presentation.

During class, the groups will make presentation on case study in return as the opening case study in each class. Everyone in the group is required to make part of the presentation. After presentation, a short-time Q&A session is arranged. The presentation group members will be challenged on the case study contents by other students through Q&A session.

After class, based on their previous studies and questions from the audience, the team members should form a case analysis report and handed in it in time.

The comprehensive evaluation for the whole presentation process is formed according to the three parts: classroom presentation, Q&A, and the quality of written reports. The evaluation of presentation accounts for 30 % of the total performance of at the course. The scoring rules of presentation are set as following:

Table 1: scoring rules of presentation

Items		Scoring rules	Score
presentation performance	theme	The contents are relative with the theme;	20
	case analysis	Using relevant principles to properly conduct case analysis with a certain depth and originality;	20
	PPT making	neat, beautiful, moderate use of various forms of charts and display;	10
	time control	in 10-15 minutes	10
	logicality	express in appropriate speed and logically	10
	business manner	in decent behavior	5
Q&A		communicate naturally, answer questions clearly	5
final report		Language fluency, strong logic, clear point of view, complete and accurate references.	20

After the teaching reform, the final score evaluation ratio of this course is: final score (100%)=usual score [attendance (10%)+presentation(30%)] (40%)+final examination score (60%). The evaluation method after the reform is more complex, but it can better reflect the fairness through giving more weights to learning process. By increasing the proportion of presentation, reducing the proportion of final exams and focusing on process evaluation, students can be guided to allocate their learning time in the semester, rather than only learning before exams.

#### 4. Advantages and Limitations Found in Application

During 2018-2021, the author carried out the task-driven presentation teaching reform of International Marketing in three classes of International Economics and Trade major in Taishan University. Compared with traditional teaching method, the task-driven presentation method has advantages in many aspects. From the perspective of teacher, although it requires teachers to devote more time in presentation session organization and preparation, the teachers could have a more comprehensive acknowledgement of students' learning. From the perspective of students, their initiative in learning was aroused. Since the calculation of final scores is also more complex, students are more aggressive in class and the classroom atmosphere is better. In the process of preparing case analysis, they need to constantly read textbooks and access to information online. Therefore, the understanding of relevant knowledge points is more profound, and the combination of theory and practice is further strengthened. Through interviews, students said that they felt stressed by the new teaching method, at the same time, they have a deeper understanding of the knowledge. The most important is they can use the knowledge on book to solve the practical problems.

However, there are also some limitations exposed in the reform process. First of all, the number of students in a class will effect the efficiency of presentation. The larger the number of students, the less the presentation time could be assigned to everyone. Secondly, the weights of students' presentation and teachers' lecture should be balanced. Otherwise, it is hard for students to form knowledge system. Last but not the least, it is necessary to prevent students from downloading powerpoint manuscripts directly from the Internet without independent thinking.

#### 5. Conclusions

Task-driven teaching method is a kind of teaching method based on constructivism learning theory. It changes the traditional teaching idea of imparting knowledge into multidimensional interactive teaching idea of solving problems and completing tasks. The representational teaching will be transformed into inquiry-based learning, so that students are in an active learning state, and every student can put forward plans and solve problems according to their own understanding of the current problems, using common knowledge and their own unique experience. In the application of this method, presentation is used as a effective tool to induce students make independent research on a given topic. Through the process of presentation preparation and performance, the students could have more profound understanding of knowledge, and most of the students behaved more aggressive in class. It is also helpful in encourage students to combine theory and practice. Moreover, it is beneficial for students in job hunting.

#### References

[1] Zhang Min, Li Jun, *Cultivation of Computational Thinking in Task-driven Teaching Method*,

- China Education Technique and Equipment*, 2015 (12).
- [2] Chen Xiaoqin, *Exploration on Application of "Task-driven Method" in High Vocational Computer Teaching*, *Xuezi (New Education Concept)*, 2014 (11).
- [3] Shao Yingying, *Application and Discussion of Presentation in College English Teaching*. *Education and Teaching Forum*, 2012(S5):89-90.
- [4] Huang Ping, *An empirical study on improving classroom Teaching efficiency of liberal arts in Colleges and Universities -- Based on Presentation Teaching Method*. *Journal of South China Normal University (Social Science Edition)*, 2011(5):116-121.
- [5] Deng Z, Huang W, Dong R. *Discussion of Ability Cultivation of Computational Thinking in Course Teaching[C]// International Conference on Education Technology & Computer*. IEEE Computer Society, 2009.