

Experiential Teaching in Vocational Higher Education Marketing Programs: A Critical Analysis of Pedagogical Application and Instructional Effectiveness

Jinchun Gao, Xiaofang Su*

Dali Vocational College of Agriculture and Forestry, Dali 671003, Yunnan, China

Abstract: *In order to better adapt to the new demands of the development of quality education and teaching in China's new economic era, vocational colleges should boldly advocate and adopt new experiential teaching methods in marketing teaching. This new teaching method not only breaks the traditional teaching methods, but also plays a key driving role in the development of teaching. At present, the development of vocational marketing teaching in China's quality education teaching is not long, and the actual teaching practice experience still needs further research, improvement, and continuous exploration. Only by deeply understanding the importance of carrying out experiential physical education teaching, and completing the effective scientific and systematic work of vocational marketing physical education teaching, can we truly ensure the orderly promotion of marketing teaching in vocational colleges in China.*

Keywords: Vocational colleges; Marketing teaching; Application of experiential teaching.

1. INTRODUCTION

Within the evolving framework of quality-oriented education, students' expectations regarding the learning process have undergone significant transformation. Conventional instructional models, which primarily emphasize the unilateral transmission of theoretical knowledge, are increasingly perceived as inadequate for addressing the complex cognitive and professional demands of contemporary learners. This pedagogical gap is particularly evident in disciplines with pronounced practical applications, such as marketing. As a field of study that integrates economic theory, consumer psychology, strategic management, and communication, marketing requires not only conceptual understanding but also the capacity to apply knowledge in dynamic, real-world contexts. In vocational colleges and universities, where the educational mandate is explicitly oriented toward cultivating application-oriented talents, this necessity becomes even more pronounced.

Marketing education in vocational institutions is intrinsically practice-driven. Graduates are expected to demonstrate competencies in market research, brand management, promotional strategy, digital marketing, and customer relationship management. However, traditional teaching approaches—often characterized by lecture-dominated instruction, textbook-centered content, and summative written examinations—fail to adequately simulate the complexity and unpredictability of actual marketing environments. As a result, students may acquire declarative knowledge while lacking the procedural agility and strategic insight essential for professional success. In response to this disconnect, experiential teaching has emerged as a pedagogical paradigm capable of bridging theory and practice.

Experiential teaching is grounded in the principle that learning is most effective when it occurs through active engagement and reflective observation. Rooted in the foundational work of educational theorists such as John Dewey, Kurt Lewin, and David Kolb, this approach emphasizes the cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Within the marketing curriculum, experiential teaching manifests through a range of instructional strategies, including problem-based learning, case method analysis, simulated enterprise projects, role-playing exercises, real-world marketing campaigns, and industry internships. These methods enable students to navigate ambiguous situations, make data-informed decisions, and adapt strategies in response to market feedback—all within a structured yet flexible learning environment.

The implementation of experiential teaching in vocational marketing education carries substantial pedagogical value. Firstly, it enhances students' practical competence by immersing them in authentic professional tasks that

require the integration of multiple skill sets. Secondly, it fosters higher-order cognitive abilities such as critical thinking, creative problem-solving, and strategic reasoning. Thirdly, it cultivates essential workplace dispositions including teamwork, communication, initiative, and ethical judgment. Moreover, experiential approaches have been shown to increase learner motivation and engagement, as students perceive the immediate relevance of their academic work to future career trajectories.

Nevertheless, the successful integration of experiential teaching is contingent upon several enabling conditions. Faculty members must possess not only disciplinary expertise but also the pedagogical capacity to design, facilitate, and assess experiential learning activities. Institutional support is required to establish sustainable partnerships with enterprises and industry organizations, thereby providing students with access to authentic practice platforms. Curricular structures must be sufficiently flexible to accommodate the iterative and time-intensive nature of experiential learning, while assessment frameworks should be reconceptualized to capture both product and process dimensions of student performance.

In conclusion, this study undertakes a systematic analysis of the application of experiential teaching within the marketing discipline in vocational colleges and universities. It argues that experiential teaching is not merely an auxiliary instructional technique but a core pedagogical strategy essential to fulfilling the vocational education mandate. By reorienting marketing education toward experience-centered, context-embedded, and learner-active paradigms, institutions can more effectively cultivate graduates who are not only knowledgeable but also capable, adaptive, and professionally competent in an increasingly competitive and digitized marketplace.

2. THE CONCEPT OF EXPERIENTIAL TEACHING

In classroom education practice teaching, this experiential teaching method refers to the ability of teachers to create various corresponding teaching situations based on the actual classroom teaching situation and combined with students' own learning rules, so that more students can directly learn and master the corresponding basic knowledge through various methods experienced by themselves, develop comprehensive abilities, and achieve good classroom education practice teaching results. This experiential teaching method itself is different from other traditional teaching methods. The more noteworthy feature of experiential teaching method is the active cultivation of more students' physical abilities, allowing more students to actively participate in classroom education practice teaching. This experiential teaching method creates various scenarios closely related to the teaching content for more students, attaches importance to guiding students to participate in various psychological and sensory activities, and allows more students to engage in self-directed learning through various scenarios and activities created by themselves. In the process of guiding students' own learning practice, they continuously innovate and shape their own teaching ideas, and can achieve good classroom education practice teaching effects through mutual communication and exploration.

3. TEACHING DESIGN OF EXPERIENTIAL TEACHING IN MARKETING TEACHING OF VOCATIONAL COLLEGES

3.1 Emphasize experiential teaching practice

Compared with the traditional single classroom teaching method based on marketing, the experiential classroom teaching method in high schools in vocational colleges focuses more on the active experience of college students in the process of theoretical learning in the classroom, and emphasizes the comprehensive acceptance level of students' classroom teaching content and the way and method of teachers imparting professional knowledge to them. The experiential course teaching in university marketing also emphasizes the summary of classroom teaching experience after the classroom teaching process is completed. The summary of teaching experience has always played an important role in experiential classroom teaching in universities. This teaching method, which can be summarized through experience, can allow university students to carefully review the various processes of classroom teaching, and also promote the divergence of students' various ways of thinking and expression, thereby effectively improving the learning effect of classroom teaching.

3.2 Core Content of Real Application Experiential Teaching

The main core content of experiential classroom teaching is to focus on cultivating students' practical activity experience and continuously exercising the classroom practice ability of all students. It can also be understood in

this way that experiential classroom teaching is not just about analyzing the typical teaching cases proposed by each teacher in a classroom teaching, nor does it rely entirely on the use of courseware to teach. Instead, it can organically combine classroom practice with the analysis of courseware and typical cases. Only in this way can it be considered a new type of experiential classroom teaching with classroom practice activity teaching methods as the main core, which can truly enable all students to fully demonstrate themselves in classroom learning and seize more opportunities for classroom practice activity marketing, To comprehensively and effectively apply the professional knowledge learned by students in the marketing teaching process of classroom practical activities.

3.3 Experiential teaching with students as the main body

In the teaching and management process of marketing majors in universities, not only can it effectively improve the comprehensive thinking ability and thinking expression of students' professional knowledge, but it may also effectively mobilize and enhance the actual professional learning and management efficiency of vocational college students. In the teaching of popular subject management courses in universities, students' actual learning and professional management are coordinated with teachers' professional teaching management work. In the process of teaching management in this major, the focus is on students, who occupy a subjective position. Students' self-learning experience in this professional teaching management process is increasingly valued by the majority of students. In the professional learning management mode of using experiential teaching courses in schools, teachers present a new role as mentors and commanders. Through this good learning opportunity to demonstrate their professional teaching management abilities, students can gain more knowledge. In the process of teaching management in this major, not only can it effectively mobilize and broaden the professional knowledge and thinking methods of vocational college students, but it can also effectively stimulate their strong interest in in-depth learning of marketing professional knowledge in universities. This can promote students to actively participate in the process of learning marketing knowledge, from passively organizing and receiving relevant professional knowledge to autonomously organizing and participating in the actual learning of relevant professional knowledge.

4. THE SPECIFIC APPLICATION OF EXPERIENTIAL TEACHING IN MARKETING EDUCATION IN VOCATIONAL COLLEGES

4.1 Situational simulation to enhance learning interest

In the process of instructional design, as long as students' interest in learning is fully stimulated, they can more independently participate in the teaching process of the teacher. In the teaching design process of marketing, students can also use this teaching method based on situational character interaction and role simulation to plan their own marketing practice activities, allowing many marketing majors to actively participate. For example, creating a scenario simulation closely related to the professional teaching content for many students, so that more marketing students can actively participate and integrate into the overall teaching planning and design process, and play different situational roles and characters in it, can fully enhance the interest of students in participating in professional learning and practical activities. Through this scenario role-playing teaching method, more students in this major can deeply consider the practical application problems of teaching as the main characters of the masters. Students can further understand and find the application methods in the actual communication process, as well as understand the methods, concepts, etc. in the corresponding teaching services. Only in this way can the efficiency of teaching design work be greatly improved.

4.2 Case Study and Strengthening Cooperation

The application significance of the teaching method of case education discussion in the teaching process of case education discussion is to require teachers to implement some corresponding case guidance during the case teaching discussion process, so that all students can actively learn and understand the cases. In order to enable all students to actively learn some relevant basic knowledge through case analysis, teachers will provide corresponding case guidance to all students, so that they can actively combine the relevant knowledge points learned to understand the relevant knowledge and content to be learned in the new lesson. Students have analyzed and understood marketing related issues by applying their existing knowledge of marketing teaching principles. In this teaching process, in addition to improving the thinking ability of all students to independently analyze and solve practical problems, it is also possible to enhance their language communication and expression skills to a certain extent. Through this case-based discussion teaching method, students are still the main participants of case-based learning activities. Students can not only freely adopt various independent and cooperative teaching

methods in the teaching context to engage in case-based learning, but also achieve good results in case-based education and discussion teaching.

4.3 Practical teaching to enhance the ability to apply knowledge

In the experiential teaching of various subjects in universities, especially in the classroom teaching of marketing, students can better apply professional knowledge, gain practical exercise in the process of learning and imparting, and the application of knowledge becomes more extensive. Only in this way can more comprehensive professional practical talents be cultivated. For example, teachers can organize students into small groups, and each group member can contribute their actual investment amount and, with the reasonable accompaniment and guidance of professional teachers, implement physical wholesale and market sales of products. The wholesale sales model of professional practical marketing teaching is mainly aimed at some people in our daily lives. Under the collaborative efforts of other members in each group and the relatively reasonable guidance of professional teachers, complete the wholesale sale of all wholesale products, and distribute the benefits they receive to each other member of the group in proportion to their actual investment amount. During the entire process of professional practice marketing teaching, students may encounter practical problems that are difficult to solve when promoting products to people in our real life environment. Some students can solve these problems in a timely manner by applying some professional knowledge, but there are also some uncommon practical problems that cannot be solved in a timely manner, resulting in failures in actual transactions. Overall, practical teaching can not only continuously enhance students' comprehensive ability to learn and apply professional knowledge in real life, but also allow them to fully recognize and see their strengths and weaknesses, thereby further improving their marketing practice ability.

In summary, the application of experiential teaching in the marketing major of vocational colleges in China is very important. Teachers need to find reasonable teaching methods for teaching design, enhance their learning interest, and improve their practical abilities. To provide and cultivate excellent talents for the marketing industry in our country.

REFERENCES

- [1] Rong Yi. Exploration of Experiential Teaching in Vocational College Marketing [J]. *Modern Marketing*, 2020000 (002): P.98-98.
- [2] Chenzhao Yuan. A Micro exploration of the Application of Experiential Teaching in Marketing Teaching in Vocational Colleges [J]. *Science and Education Literature Review*, 2020000 (029): 134-135.
- [3] Huaxiang Li. Exploration of the Application of Experiential Teaching in the Teaching of Marketing Major in Higher Vocational Education [J]. *Journal of Liaoning Teachers College (Social Sciences Edition)*, 2021000 (002): 76-7780.
- [4] Clark, R. W., Threton, M. D., & Ewing, J. C. (2010). The Potential of Experiential Learning Models and Practices in Career and Technical Education and Career and Technical Teacher Education. *Journal of career and technical education*, 25(2), 46-62.
- [5] Banerjee, S., George, A., & Kadbane, A. (2023). Effectiveness of experiential learning as a pedagogy in higher education: a study of SFIMAR. *Indian J Adult Educ*, 84(1), 37-51.
- [6] Laverie, D. A., Hass, A., & Mitchell, C. (2022). Experiential learning: A study of simulations as a pedagogical tool. *Marketing Education Review*, 32(1), 3-17.
- [7] Zheng, H., & Jiang, T. (2025). A New Methodology for Chinese Term Extraction from Scientific Publications. *Innovation & Technology Advances*, 3(2), 19-45. <https://doi.org/10.61187/ita.v3i2.222>
- [8] Yang, L. (2025). Relational Foundations of Mental Health: Exploring the Influence of Parents, Peers, and Teachers on Chinese Boarding School Students across Developmental Stages. *Trends in Sociology*, 3(2), 17-59. <https://doi.org/10.61187/ts.v3i2.247>
- [9] Shu, H., Tan, W., Wang, Q., & Yu, J. X. (2022). Application of Experiential Learning Pedagogy in Higher Education. *Journal of Financial Education*, 48(2), 51-66.
- [10] Li, T., Greenberg, B. A., & Nicholls, J. A. F. (2007). Teaching experiential learning: Adoption of an innovative course in an MBA marketing curriculum. *Journal of marketing education*, 29(1), 25-33.

Author Profile

Xiaofang Su born in October 1979, female, Han ethnicity, native place: Yunnan Binchuan, bachelor's degree, title: teaching assistant, research direction: marketing, work unit: Dali Agriculture and Forestry Vocational and Technical College, address: Baishi Road, Dali Old City, Dali Bai Autonomous Prefecture, Yunnan Province.