

Research on Service Marketing Curriculum Reform under the Background of Integration of Specialized Education and Entrepreneurial Education

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[**Abstract**] This study addresses the scarcity of research on the integration of specialized and entrepreneurial education within service marketing courses. Based on Constructivist Learning Theory and Outcome-based Education (OBE) theory, and employing a case study methodology with Jilin International Studies University's service marketing course as the subject, this research explores its reform pathway. The study first precisely identifies two core pain points in the course through student learning situation research. It then systematically redesigns the reform across four dimensions: teaching objective reconstruction, teaching content innovation, teaching method optimization, and systematic assessment reform. Practice demonstrates that this reform approach significantly enhances students' satisfaction with the course, research capabilities, and practical skills, cultivates abundant student innovation and entrepreneurship achievements, and refines two typical teaching cases with promotional value. This research provides a replicable theoretical foundation and practical model for the reform and innovation of service marketing and related courses in higher education institutions under the background of specialized-entrepreneurial integration.

[**Key words**] integration of specialized and entrepreneurial education; service marketing; curriculum reform; teaching reform; Outcome-based Education (OBE)

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The integration of specialized and entrepreneurial education serves as a core pathway for deepening innovation and entrepreneurship education reform in higher education in China, aiming to achieve deep synergy and complementary advantages between professional education and innovation/entrepreneurship education. It has been driven by both policy guidance and practical exploration: in 2010, the Ministry of Education's *Opinions on Vigorously Promoting Innovation and Entrepreneurship Education and College Students' Independent Entrepreneurship Work* marked the comprehensive launch of university innovation and entrepreneurship education; in 2015, the State

Council's *Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education Institutions* explicitly proposed "promoting the organic integration of professional education and innovation and entrepreneurship education" for the first time, formally introducing the concept of "specialized-entrepreneurial integration" into the policy discourse; by September 2021, the State Council's *Guiding Opinions on Further Supporting College Students' Innovation and Entrepreneurship* further emphasized the need to "integrate innovation and entrepreneurship education throughout the entire process of talent cultivation", continuously propelling the specialized-entrepreneurial integration model towards deeper development.

At the level of curriculum reform practice, the marketing discipline started exploring specialized-entrepreneurial integration relatively early. Even before the formal proposal of the integration concept, scholars had conducted beneficial explorations into reforming courses such as Marketing, Marketing Practical Training, and Marketing Planning. After the explicit proposal of the integration concept, related research topics became more focused and in-depth, mainly covering three directions: first, focusing on the teaching reform design and practice for specialized-entrepreneurial integration within specific marketing courses (e.g., Marketing, and International Marketing); second, exploring effective integration pathways and mechanisms for achieving specialized-entrepreneurial integration within the marketing major; and third, researching the overall construction and optimization of marketing talent cultivation models under the background of specialized-entrepreneurial integration.

However, focusing on the important and uniquely characteristic sub-field of service marketing, a significant gap exists in current specialized-entrepreneurial integration research. Service marketing courses, due to the particularity of their subject matter (the intangibility, heterogeneity, inseparability of production and consumption, and perishability of services), and the increasingly prominent position of the modern service industry (e.g., information technology services, financial services, professional business services, and health and elderly care services) in the national economy (the service industry contributed 56.2% to GDP in 2024), place higher demands on talents' innovative thinking, problem-solving abilities, and entrepreneurial practice literacy. Regrettably, existing literature rarely features systematic empirical research dedicated to specialized-entrepreneurial integration reform specifically for service marketing courses. This research gap not only constrains the improvement of teaching quality in service marketing courses but also hinders the cultivation of innovative service talents needed for the innovative development of the modern service industry.

This study aims to fill the aforementioned research gap. Based on Constructivist Learning Theory and Outcome-based Education (OBE) theory, this research adopts a case study methodology, using Jilin International Studies University's service marketing course as the specific practical field. The core of the research lies in: first, systematically exploring how to deeply integrate core elements such as exploration, creation, innovation, and entrepreneurship (i.e. "dual-innovation" factors) into the professional teaching design of the service marketing course (including course objective setting, content restructuring, method innovation, and assessment system reform), forming an operable specialized-entrepreneurial integration reform plan; second, validating the effectiveness of this plan through practice, collecting and analyzing student feedback on "service marketing + dual-innovation" teaching; third, summarizing and refining the reform experience and outcomes, aiming to provide replicable and scalable theoretical foundations and practical paradigms for specialized-entrepreneurial integration reform in service marketing courses, and even related business courses, nationwide.

1 Literature review

1.1 Connotation and practical framework of specialized-entrepreneurial integration

Specialized-entrepreneurial integration is regarded as a new educational model adapted to the developmental needs of the new era. Its core lies in "taking professional education as the main body, deeply integrating the

concepts, awareness, thinking, methods, spirit, and core competencies of innovation and entrepreneurship education throughout the entire process of professional education and teaching, achieving organic synergy and value co-creation between the two". This model transcends simple curriculum stacking, aiming to cultivate versatile talents possessing both profound professional literacy and outstanding innovation/entrepreneurship capabilities through systematic restructuring.

Effective specialized-entrepreneurial integration practice is a multi-level and multi-dimensional systematic project. Scholars point out that it relies on the coordinated advancement of three core levels: management team at the school level needs to build a supportive consensus of concepts, management mechanisms, and institutional safeguards; directors at the faculty level need to optimize talent cultivation plans, restructure curriculum systems, and integrate and innovate teaching resources; ultimately, teachers' implementation at the course level is the key carrier and micro-foundation for achieving the goals of specialized-entrepreneurial integration. Integration at the course level requires teachers to innovatively design teaching objectives, content, methods, and evaluation, naturally embedding innovation and entrepreneurship elements into the process of imparting professional knowledge and cultivating abilities.

1.2 Exploration of specialized-entrepreneurial integration curriculum reform in the marketing field

The marketing discipline is at the forefront of specialized-entrepreneurial integration curriculum reform, accumulating considerable experience. Taking the International Marketing course as an example, its reform practice is representative: teachers adopted diversified teaching methods such as Project-driven Learning (PBL), simulation, and case studies, reformed assessment methods (e.g., increasing the weight of practical outcomes like market analysis reports and marketing plans), and emphasized a practical orientation, actively guiding students to apply what they learned in discipline competitions like the "Market Research and Analysis Competition" or real business projects. Similarly, other core marketing courses (e.g., Marketing) have also undertaken beneficial attempts on the path of specialized-entrepreneurial integration, mainly focusing on teaching model innovation, practical platform construction, and evaluation system reform.

1.3 Significant gap and urgency in specialized-entrepreneurial integration research for service marketing courses

Although there is an increasing number of attempts on the path of specialized-entrepreneurial integration in the field of marketing, focusing the research lens on service marketing reveals obvious deficiencies and gaps in existing studies. Service marketing courses possess unique characteristics: the research object—services—has core features like intangibility, heterogeneity, inseparability of production and consumption, and perishability; the rapid development of the modern service industry (as mentioned earlier, contributing over 56% to GDP) demands stronger innovation capabilities (e.g., service process optimization, service experience design, and service problem-solving) and entrepreneurial literacy (e.g., identifying service opportunities, and creating service-oriented enterprises) from service talents. This makes service marketing courses an ideal ground for implementing specialized-entrepreneurial integration, with needs potentially even more urgent than traditional product marketing.

Regrettably, current academic research pays insufficient attention to specialized-entrepreneurial integration reform for the service marketing course itself. Existing literature focuses more on macro-level integration pathways for the marketing major or talent cultivation models, or on foundational courses like marketing. There is a scarcity of research systematically exploring how to design and implement effective specialized-entrepreneurial integrated teaching schemes by combining the disciplinary characteristics of service marketing (such as core content like the 7P strategy, service quality gap model, customer participation management, and technology-enabled service

innovation). This research gap not only hinders the continuous improvement of teaching quality and adaptability to the times in service marketing course, but more profoundly, constrains the cultivation of innovative and entrepreneurial service marketing talents needed by the burgeoning modern service industry. Therefore, in-depth exploration of the specialized-entrepreneurial integration reform path for service marketing course holds significant theoretical and practical value.

2 Theoretical foundation

This study adopts Constructivist Learning Theory and Outcome-based Education (OBE) theory as a dual-core guiding framework. The two theories support and complement each other, jointly providing a solid theoretical foundation and operational principles for the systematic design, implementation, and evaluation of the specialized-entrepreneurial integration reform in the service marketing course.

2.1 Constructivist Learning Theory

Constructivist Learning Theory fundamentally challenges the traditional view of knowledge transmission. Its core proposition is that knowledge is not a static product externally inputted, but rather a dynamic process product formed through learners' continuous individual meaning-making (Meaning Making). This occurs within specific, meaningful real or simulated contexts (Context), where learners actively utilize available learning resources and engage in positive social interaction and collaboration (Collaboration). This theory profoundly reveals three key dimensions of effective learning: Situated Learning, Social Interaction & Collaboration, and the role of the Active Meaning Maker. Many aspects of this course design, such as guiding students to actively seek service innovation points in cases, independently or collaboratively propose innovative service solutions, and write feasible business plans, aim precisely at stimulating and supporting students to play the active roles of "meaning makers" and "problem solvers", rather than passive consumers of knowledge.

2.2 Outcome-based Education (OBE) theory

Outcome-based Education (OBE), systematically proposed and developed by Spady in the 1980s, posits that all design and operation of an educational system should take the clearly defined learning outcomes (Learning Outcomes) ultimately achieved by students as the fundamental starting point, core driving force, and ultimate evaluation criterion. The OBE model constructs a logically rigorous, continuously improving closed-loop process: Step 1 is Defining Expected Outcomes, Step 2 is Designing the Pathway, Step 3 is Delivering Instruction & Support, and Step 4 is Assessing Outcomes Achievement.

In this course reform, OBE theory provides the methodological blueprint for systematic restructuring: In the "Defining Expected Outcomes" phase, beyond the traditionally emphasized knowledge objective (systematically mastering the core theoretical framework of service marketing) and skill objective (proficiently applying service marketing strategy tools), we explicitly added and prioritized the "cultivation of innovation and entrepreneurship literacy" as a high-level, comprehensive competency outcome objective. In the "Designing the Pathway" phase, closely aligned with the three-dimensional objectives (knowledge, skills, and literacy), we strategically restructured the teaching content: within core modules such as the service marketing mix (7P), service quality gap model analysis, and technology-driven service innovation, we deeply embedded exploration, creation, and innovation ("dual-innovation") elements, designing task nodes that guide students to actively discover problems and creatively solve them. In the "Reforming the Assessment System" phase, we abandoned the traditional closed-book final exam format, replacing it with process assessment emphasizing capability formation and outcome assessment focusing on comprehensive capability output (group-based complete business plan writing and timed roadshow presentation). Within the evaluation dimensions for the business plan and roadshow, the innovation (Originality), scientific rigor (Rigorousness), and feasibility (Feasibility) of the proposals were explicitly

designated as core scoring indicators and heavily weighted points, ensuring assessment genuinely and effectively reflects students' actual attainment levels in knowledge integration and application, complex problem-solving, and core innovation/entrepreneurship literacy.

3 Pain point analysis based on learning situation research

3.1 Weak integration and application of service marketing knowledge, superficial understanding of innovation/entrepreneurship

The target learners are juniors who have completed foundational courses such as Introduction to Innovation and Entrepreneurship, Marketing, and Consumer Behavior, possessing preliminary concepts of innovation/entrepreneurship and a marketing knowledge framework. However, learning situation research reveals two key shortcomings: First, students' understanding of core service marketing theories (e. g. , 7P strategy, and service quality gap model) remains at the level of isolated knowledge points. They lack the ability to systematically integrate and apply this knowledge within real, complex service contexts, struggling to effectively translate theory into solutions for practical service problems. Second, despite exposure to innovation/entrepreneurship education, constrained by the large-class format of the introduction course and most students participating only as members in university innovation projects, their understanding of innovation/entrepreneurship generally stays superficial. They lack systematic thinking and the awareness/capacity to proactively explore and creatively solve problems in the service domain, making it difficult to meet the high-level literacy requirements of specialized-entrepreneurial integration.

3.2 Insufficient insight into service industry dynamics, lack of career orientation and planning awareness

In 2024, China's service sector contributed 56.2% to GDP, with modern services (e. g. , information technology, finance, and professional business) acting as major growth engines, creating numerous high-quality jobs. However, learning situation research indicates: Students exhibit significantly low sensitivity to the macro-trends of the service industry, micro-level enterprise practices (e. g. , emerging service models, technology-enabled cases, and typical corporate marketing activities), and the impact of international economic and political environments. They lack the awareness and habit of proactively tracking and deeply analyzing these aspects. This sense of detachment from the industry ecosystem, coupled with vague cognition about diverse career paths, required competencies, and development prospects within the service field, results in unclear career orientation and weak planning awareness. Consequently, students struggle to effectively connect course learning with future innovation practices or career development in the service sector, constraining learning motivation and hindering the achievement of innovation/entrepreneurship goals.

4 Service marketing curriculum reconstruction based on specialized-entrepreneurial integration

4.1 Overall teaching approach: OBE-oriented four-dimensional integrated design

This curriculum reconstruction strictly follows the OBE (Outcome-based Education) philosophy for systematic design. Its core goal is to cultivate versatile talents possessing solid professional knowledge in service marketing, outstanding service problem-solving skills, and excellent innovation/entrepreneurship literacy. Centered on the three-dimensional learning outcome objectives of "knowledge-skills-literacy", the reform deeply integrates innovation across four dimensions: teaching objectives, teaching content, teaching methods, and teaching evaluation. Regarding teaching objectives, beyond requiring students to systematically master core service marketing theories (e. g. , 7P strategy, service gap model, and technology empowerment) and apply them to analyze problems, it specially adds and prioritizes the "innovation and entrepreneurship literacy" objective. This

aims to guide students to critically and innovatively identify pain points and opportunities in the service field, creatively design solutions, and possess preliminary abilities to assess commercial feasibility and write business plans. For teaching content, “dual-innovation” elements are deeply embedded at key nodes of the knowledge system, particularly within modules like the service marketing mix 7P strategy (e.g., innovative service design, and value-based pricing exploration), service quality gap analysis (e.g., creative strategies to bridge gaps), and technology-enabled service innovation, designing exploratory, discovery, and creative task points to encourage breaking conventions. Regarding teaching methods, constructivist principles are implemented, adopting immersive case teaching, deep competition-teaching integration (structurally integrating requirements of competitions like the “Challenge Cup” into the course), and industry expert lectures (inviting experts from partner enterprises to share cutting-edge practices) as core strategies. These create authentic learning contexts and promote collaboration. For teaching evaluation, the traditional final written exam is completely abandoned. A diversified, capability-oriented evaluation system is constructed, embedding innovation-stimulating elements within process assessment and making the innovation (Originality), scientific rigor (Rigorousness), and feasibility (Feasibility) of proposals/solutions the core evaluation dimensions in outcome assessment, directly anchoring them to learning outcomes.

4.2 Teaching implementation process: progressive dual-module immersive experience

The course implementation adopts a progressive dual-module structure of “Major + Innovation→ Major + Entrepreneurship”, permeated by constructivist and OBE principles.

Module I focuses on “Professional Foundation and Innovation Enlightenment” through individual deep exploration. It systematically delves into the core theoretical framework of service marketing (7P, service gap model, and technology application) and guides students to develop preliminary career plans based on personal interests. Subsequently, students deeply research leading enterprises in their target industries, use theories to analyze their service strategy problems, and ultimately propose independent innovative optimization solutions. The outputs are a personal career planning report and an enterprise service innovation proposal.

Module II shifts to “Entrepreneurship Practice and Comprehensive Application” through group collaborative creation. Students form interdisciplinary teams of 3–5 members. Based on the individual proposals from Module I, the team selects the most promising service innovation solution as their “product”. Immersively adopting the role of entrepreneurs, the team completes a comprehensive Business Plan covering market positioning, marketing strategy, operational processes, financial feasibility, and team building. This transforms professional knowledge and innovative ideas into actionable business logic. The plan undergoes professional review by industry mentors from partner enterprises. Outstanding projects are recommended and coached for participation in high-level competitions like the “Challenge Cup” and “International College Students Innovation Competition”, completing the leap from classroom learning to practical competition.

4.3 Core course features: integrated advantages and innovative support

This curriculum reconstruction forms three core features supporting goal achievement. First, instructors possess both profound theoretical grounding and 15 years of practical experience in the service industry, enabling them to accurately guide students in identifying service innovation points. Deep university-industry collaboration ensures that cases, projects, and mentor feedback originate from real business environments, providing solid contextual support for constructivist learning. Second, deep specialized-entrepreneurial integration focuses on service characteristics, moving beyond simple addition. It deeply integrates innovation/entrepreneurship thinking, methods, and practice into the core of the service marketing knowledge system and the entire teaching process, specifically cultivating students’ innovation and entrepreneurship capabilities to address service-specific challenges like intangibility, inseparability, and heterogeneity. Third, a dual-wheel drive of case-study and competition

forms a closed-loop empowerment. Case teaching provides analytical templates and innovation inspiration; deep competition-teaching integration structurally embeds competition standards, processes, and resources into course design and assessment (Module II acts as a competition incubator). This forms a “Theoretical Learning (Cases)—Innovation Practice (Proposals)—Entrepreneurship Simulation (Plans)—Competition Validation (Events)” closed loop, providing a high-level practical platform and external value recognition.

4.4 OBE-oriented diversified assessment and evaluation system

To ensure the achievement goals, this course was approved as a university-level demonstration project. It established an OBE-oriented, capability-centered, process-and-outcome-balanced diversified assessment and evaluation system (Process: 50% + Outcome: 50%) (see Table 1). Process assessment focuses on capability formation and thinking stimulation, containing: Class Performance (assessing participation depth and thinking activeness); Learning Objectives & Career Planning (examining goal setting and its connection to personal development); Phased Enterprise Service Diagnosis & Analysis (systematically training problem identification, analysis, and solving abilities); Service Marketing Optimization Plan Design based on diagnosis (requiring completeness and innovation); and Contextualized Theoretical Knowledge Application Test (strengthening knowledge integration and application in simulated scenarios). Outcome assessment focuses on comprehensive capability output and the demonstration of “dual-innovation” literacy. The core is the Business Plan, deeply integrating the individual innovation proposal from Module I with the group entrepreneurship practice of Module II. It must comprehensively cover project overview, market analysis, marketing strategy, operations, team, finance, etc., with Innovation, Scientific Rigor, Feasibility, and Logical Rigor as core evaluation dimensions. This is supplemented by a Timed Roadshow Presentation and Defense, assessing communication, adaptability, and depth of project understanding. Based on feedback, the plan is iteratively improved, reflecting the concept of continuous improvement.

Table 1. Assessment and Evaluation Reform under the Integration

Method 1	Method 2	Process Evaluation		Outcome Evaluation	
		Method 3	Method 4	Method 5	Method
Class Performance	Learning Objectives & Career Planning	Phased Enterprise Service Diagnosis & Analysis	Service Marketing Optimization Plan Design	Contextualized Theoretical Knowledge Application Test	Business Proposal+ Presentation
15	5	10	10	10	50

5 Teaching outcomes

The effectiveness of course implementation was evaluated through multiple methods, fully confirming the effectiveness of the specialized-entrepreneurial integration reform plan based on constructivist and OBE principles in promoting students' multi-dimensional capability development. Specific outcomes are as follows:

First, student satisfaction and learning experience significantly improved. Questionnaire surveys and in-depth interviews showed that students highly praised the course content for its currency and practicality, and the teaching methods for their interactivity and innovativeness (e.g., deep case discussions, real-project driving, and industry mentor involvement). Students generally acknowledged that the course effectively enhanced their professional service marketing capabilities and innovation/entrepreneurship literacy. Official student course evaluation data from the Academic Affairs Office consistently remained at an excellent level, further corroborating students' high

recognition of the course's interactivity, challenge level, and sense of achievement.

Second, students' research capabilities achieved substantial breakthroughs. Course learning effectively stimulated students' academic inquiry enthusiasm and research abilities, yielding relatively high-quality academic outputs. For instance, two academic papers formally published during the course period focused on cutting-edge service marketing topics (e. g. , digital marketing of time-honored Chinese brands like Dingfengzhen, and AI-driven e-commerce user behavior), demonstrating students' ability to connect theory with practice and conduct innovative research.

Third, students' practical abilities and application levels significantly strengthened. Through deep participation in classroom case analysis, role-playing, and high-intensity innovation/entrepreneurship project practice (especially the business plan writing and roadshow in Module II), students demonstrated the ability to flexibly apply service marketing theoretical knowledge (e. g. , 7P strategy, and gap model) to analyze and solve practical service problems. They continuously accumulated experience and sparked innovative inspiration through practice. Students' innovation and entrepreneurship achievements were abundant. The course actively guided and effectively supported students in transforming classroom outcomes (especially optimized service solutions and business plans) into competition entries. In high-level competitions like the "Internet+" Innovation and Entrepreneurship Competition for College Students and the "Challenge Cup", project teams led by or deeply involving students from this course achieved multiple outstanding results at the university level and beyond. This fully validated their innovative thinking, entrepreneurial potential, and practical abilities, also contributing positively to the university's innovation and entrepreneurship education.

Fourth, a high-quality teaching resource system was preliminarily established. Alongside the curriculum reform practice, a core set of teaching resources was systematically developed and accumulated. This includes PPT courseware deeply integrated with specialized-entrepreneurial elements, exercise banks focused on capability cultivation and contextual application, and firsthand feedback and case materials from student practice. These resources not only support the iterative optimization of this course but also provide valuable references for peers inside and outside the university conducting related teaching reforms.

6 Conclusion

This study focused on the urgent need and practical pathways for service marketing curriculum reform under the background of specialized-entrepreneurial integration. Taking Jilin International Studies University's service marketing course as a typical case, and based on Constructivist Learning Theory and Outcome-based Education (OBE) principles, it identified key pain points through systematic learning situation research. It then undertook systematic reconstruction across four dimensions: teaching objective reconstruction, teaching content innovation, teaching method optimization, and assessment system reform. Practical evidence demonstrates that this reform plan effectively achieved the preset multi-dimensional learning outcomes: significantly enhancing student course satisfaction and learning experience; substantially strengthening their research capabilities and practical application abilities; and cultivating abundant, verifiable innovation and entrepreneurship achievements. Simultaneously, the teaching resources and implementation paradigm refined during the reform process provide a replicable theoretical framework and practical model for peer institutions to advance specialized-entrepreneurial integration reform in service marketing and related courses. As an in-depth case exploration, the findings of this study offer certain enlightening implications. However, constrained by the scope of a single-case study, future research could further expand the sample scope, incorporating service marketing courses from different types and levels of higher education institutions into comparative studies. This would allow for deeper exploration of the optimal paths and influencing factors for specialized-entrepreneurial integration reform under different contexts, aiming to produce scientific

outcomes with greater universality and promotional value, continuously empowering the cultivation of innovative talents for the modern service industry.

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