

Research on the Integration of Ideological and Political Education into Professional Marketing Courses in the Context of Digitalization

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Abstract

With the deep integration of digital technology and the marketing industry, as well as the comprehensive advancement of ideological and political education construction in courses, the marketing major faces practical challenges such as “insufficient supply of ideological and political elements” and “shallow integration of professional knowledge and ideological and political education.” This paper, set against the backdrop of digitalization, conducts research from two major dimensions: the construction of a supply system for ideological and political elements and the design of practical implementation pathways. It aims to provide theoretical support and practical references for achieving the organic unity of “professional education” and “value guidance” in marketing, thereby assisting in the cultivation of high-quality talents with both digital marketing capabilities and correct values.

Keywords

digitalization context; marketing major; ideological and political education in courses; supply system for ideological and political elements; practical implementation pathways; digital marketing ethics

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1. Introduction

With the deep integration of digital technology and the real economy, the marketing industry is undergoing a transformation from traditional models to digital and intelligent ones. New business formats such as short video marketing, live-streaming e-commerce, and big data-driven precision marketing are continuously emerging, imposing higher demands on the skill sets and value orientations of marketing professionals^[1]. The “Guidelines for the Construction of Ideological

and Political Education in Higher Education Courses” explicitly state that ideological and political education should be integrated throughout the entire process of talent cultivation, promoting the alignment of various courses with ideological and political courses to create a synergistic educational effect. As a discipline directly connected to the frontlines of the market and dedicated to cultivating practical business talents, the marketing major’s curriculum not only encompasses professional knowledge such as market analysis and

strategy formulation but also contains rich resources for ideological and political education, including business ethics, social responsibility, and cultural confidence.

2. Construction of a Supply System for Ideological and Political Elements in the Marketing Major Under the Digitalization Background

2.1. Principles for the Supply of Ideological and Political Elements

2.1.1. Principle of Professionalism

The supply of ideological and political elements should be closely aligned with the core competencies required in the marketing major, avoiding the separation of values from professional knowledge. In the context of digitalization, the core competencies of the marketing major include big data analysis, digital marketing strategy formulation, and consumer insights, among others. Ideological and political elements should revolve around the professional scenarios corresponding to these competencies^[2]. For instance, in the teaching of “data-driven marketing decision-making,” the ideological and political element of “data ethics” can be integrated to guide students in understanding the legality of data collection and the boundaries of privacy protection in data usage. This not only complies with legal requirements such as the Personal Information Protection Law of the People’s Republic of China but also cultivates students’ professional ethics, achieving a unity of “professional competency development” and “professional quality cultivation.”

2.1.2. Principle of Digitalization

Currently, digital marketing scenarios encompass social media marketing, live-stream e-commerce, artificial intelligence recommendation algorithms, etc. These scenarios present both opportunities brought by technological innovation and challenges in guiding values. For example, in the teaching of “live-stream e-commerce,” the case of “agricultural assistance live-streams” can be utilized to explore the ideological and political element of “social responsibility” in rural revitalization, demonstrating how streamers connect urban and rural markets through digital technology to help farmers address issues of agricultural product

oversupply. This enables students to understand the social value of digital marketing. Simultaneously, addressing issues such as “false advertising” and “data fraud” in live-stream e-commerce, students can be guided to discuss “commercial integrity in the digital age,” fostering their sense of responsibility^[3].

2.1.3. Principle of Timeliness

Currently, the country is vigorously promoting strategies such as “Digital China,” the “new dual-circulation development pattern,” and “carbon peak and carbon neutrality,” which are closely related to the development of the marketing industry and can serve as significant sources of ideological and political elements^[4]. For example, in the teaching of “green marketing,” the “digital marketing case of new energy vehicles” can be integrated to analyze how companies can use digital platforms to promote green consumption concepts and drive sales of low-carbon products. This approach combines ideological and political elements related to “ecological civilization” with digital marketing strategies, enabling students to recognize the role of marketing in achieving the national “dual carbon” goals. In the teaching of “cross-border e-commerce marketing,” digital trade cases from countries along the “Belt and Road Initiative” can be incorporated to explore ideological and political elements related to “a community with a shared future for mankind.” This encourages students to consider how Chinese companies can effectively tell China’s stories through digital marketing and enhance the country’s cultural soft power.

2.1.4. Principle of Hierarchy

The curriculum system for the marketing major typically consists of three stages: foundational courses, core courses, and practical courses. Ideological and political elements should be designed hierarchically according to the ability development priorities at each course stage. In foundational courses (such as “Principles of Marketing”), the focus is on cultivating students’ industry awareness and professional values. Ideological and political elements such as “business ethics” and “career planning” are integrated to help students establish a correct understanding of the marketing industry^[5]. In core courses (such as “Digital Marketing” and “Consumer Behavior”),

the emphasis is on developing students' professional competencies and sense of responsibility. Ideological and political elements such as "data privacy protection" and "consumer rights protection" are incorporated to enhance students' professional qualities. In practical courses (such as "Marketing Training" and "Graduation Internship"), the focus is on cultivating students' practical abilities and social responsibility. Ideological and political elements such as "fulfilling social responsibility" and "the principle of integrity in crisis public relations" are integrated to enable students to practice correct values in real-world settings.

2.2. List of Ideological and Political Element Supply for Core Courses

2.2.1. Market Research and Forecasting

Market Research and Forecasting is a foundational course in the marketing major, with the core objective of cultivating students' ability to use research methods and data analysis tools to obtain market information and predict market trends^[6]. In the context of digitalization, the ideological and political elements of this course primarily revolve around three dimensions: "data ethics," "scientific spirit," and "social responsibility."

2.2.2. Consumer Behavior

Consumer Behavior focuses on the decision-making process of consumers and the influencing factors. In the digital context, consumer behavior exhibits characteristics such as "integration of online and offline experiences" and "prominence of personalized needs." The ideological and political elements of this course should revolve around "consumer rights protection," "cultural identity," and "guidance towards rational consumption."

2.2.3. Digital Marketing

Digital Marketing is a core course in the Marketing major under the digital context, covering modules such as social media marketing, content marketing, and search engine marketing. The ideological and political elements of this course should be closely integrated with digital marketing scenarios, focusing on "technological ethics," "social responsibility," and "global perspective."

2.2.4. Advertising Planning

The Advertising Planning course cultivates students'

abilities to formulate advertising strategies, design advertising content, and select advertising media. In the digital context, advertising exhibits characteristics such as "content-driven, interactive, and precise targeting." The ideological and political elements of this course should revolve around "advertising ethics," "cultural dissemination," and "value leadership."

2.2.5. Business Negotiation

The Business Negotiation course cultivates students' abilities to develop negotiation strategies, communicate effectively, and resolve conflicts. In the digital context, business negotiations often adopt a "hybrid online-offline" model (such as video negotiations and email negotiations). The ideological and political elements of this course should revolve around "principles of honesty," "win-win cooperation," and "cultural respect."

3. Ideological and Political Education Practice Paths for Marketing Major Courses in the Digital Context

3.1. Teaching Implementation Paths

3.1.1. Optimization of Teaching Design

Teaching design is a crucial aspect of integrating ideological and political education into courses. It necessitates the combination of digital teaching methods to create an integrated teaching plan that encompasses "professional knowledge + ideological and political elements + digital scenarios." Integrate ideological and political education objectives into the curriculum teaching objective system, placing them on equal footing with knowledge and ability objectives, to ensure that ideological and political education objectives are measurable and achievable. Utilize digital marketing scenarios as carriers to reconstruct teaching content, naturally integrating ideological and political elements into these scenarios. For example, in the "Data Collection" chapter of the "Market Research and Forecasting" course, design a scenario titled "Market Research on Smartwatches for the Elderly." Students are required to complete the entire process of "designing a questionnaire—collecting data using an online platform—analyzing data," during which ideological and political elements such as "data privacy protection" and

“social responsibility” are seamlessly integrated. This approach enables students to receive value education while completing professional tasks. Employ a blended teaching method combining “case teaching + project-based learning + virtual simulation”^[7]. Meanwhile, utilize online collaboration platforms (e.g., Tencent Docs, Feishu) to organize students into groups to complete projects, fostering their teamwork abilities and sense of responsibility.

3.1.2. Development of Digital Teaching Resources

Develop a “Digital Marketing Ideological and Political Education Case Library” based on a list of core ideological and political elements in the curriculum. Each case includes four modules: “Case Background (Digital Marketing Scenario),” “Professional Knowledge (Marketing Theories Involved),” “Ideological and Political Elements (Values Embedded),” and “Teaching Implications (How Ideological and Political Elements Are Integrated into Teaching).” The case types encompass “Positive Demonstration Cases” (e.g., “Digital Marketing of Erke After Disaster Relief Donations”) and “Negative Warning Cases” (e.g., “Penalties for False Live-Streaming Marketing by a Certain Brand”), facilitating teachers’ selection based on teaching needs. For key and challenging ideological and political aspects in core courses, develop 5-10 minute digital ideological and political micro-lessons, such as “Data Privacy Protection in Digital Marketing” and “Cultural Confidence in National Trend Brand Marketing.” These micro-lessons adopt a format combining “animation + case explanations + interactive Q&A,” incorporating visuals of digital marketing scenarios (e.g., live-streaming e-commerce backend data interfaces, social media marketing flowcharts) to intuitively present professional knowledge while reinforcing ideological and political guidance. Collaborate with corporate technical teams to develop “Digital Marketing Ideological and Political Education Virtual Simulation Experiment Projects,” such as “Cross-Border E-Commerce Ethical Negotiation Experiments” and “Public Welfare Marketing Plan Design Experiments.”

3.1.3. Enhancement of Teachers’ Capabilities

Regularly conduct “specialized training on ideological

and political education in marketing professional courses,” inviting experts in Marxist theory to explain theories of ideological and political education and industry experts to share ideological and political cases from digital marketing practices. Meanwhile, conduct “collective lesson preparation for ideological and political education in courses” on a teaching and research section basis, focusing on a list of ideological and political elements in core courses to jointly design teaching plans that integrate “professional knowledge + ideological and political elements.” For example, for the ideological and political element of “guiding rational consumption” in “Consumer Behavior,” collective discussions are held on how to design classroom discussion topics by incorporating “cases of impulsive consumption in live-stream e-commerce”^[8]. Arrange for teachers to undertake temporary positions in digital marketing enterprises (such as leading e-commerce platforms and digital marketing agencies), participate in actual corporate projects (such as brand digital marketing planning and consumer data analysis), and personally experience how enterprises balance “commercial interests” and “social values” in practice, thereby uncovering ideological and political educational resources from practical experiences. Organize teachers to participate in digital teaching skills training, including “operation of virtual simulation teaching platforms,” “production of ideological and political micro-lectures,” and “online course design,” to enhance their ability to use digital tools for ideological and political education in courses.

3.2. Pathways for Practical Extension

3.2.1. School-Enterprise Collaborative Practice

Leveraging the ideological and political practice bases jointly established by schools and enterprises, conduct “project-based collaborative practice” to enable students to implement ideological and political requirements while participating in enterprise digital marketing projects. Organize students into groups to participate in enterprise digital marketing projects, such as “designing social media marketing plans for national trend brands” and “promoting local agricultural products through live-stream e-commerce.” These projects require students to incorporate ideological and political elements such as “cultural confidence” and “social responsibility”

into their plans^[9]. For instance, in the “promoting local agricultural products through live-stream e-commerce” project, students need to conduct in-depth rural research on agricultural product characteristics and design “live-stream scripts for agricultural product traceability,” applying their knowledge of live-stream e-commerce while conveying the concept of rural revitalization through live-streams to help farmers increase their income. After the project, enterprise mentors and school teachers jointly evaluate from three dimensions: “quality of professional plans,” “effectiveness of integrating ideological and political elements,” and “realization of social values.”

3.2.2. Extracurricular Activities

Diverse extracurricular activities centered around the themes of digital marketing and curriculum-based ideological and political education are organized to enrich students’ practical experiences and strengthen value-based leadership. Competitions such as the “National Trend Brand Digital Marketing Planning Competition” and the “Public Welfare Digital Advertising Design Competition” are held, requiring entries to embody ideological and political elements such as “cultural confidence,” “social responsibility,” and “business ethics”^[10]. For instance, in the “Public Welfare Digital Advertising Design Competition,” students are required to design advertising works using digital formats such as short videos and H5, incorporating social hot topics (e.g., environmental protection, caring for left-behind children). Judges evaluate the winning entries based on three dimensions: “creativity,” “professionalism,” and “ideological and political connotations.” Outstanding works are showcased on the university’s official website and social media platforms to amplify the influence of curriculum-based ideological and political education.

3.2.3. Social Practice Research

Students are organized to conduct social practice research on the theme of “Digital Marketing and Social Development,” enabling them to delve into social realities, understand the social value of digital marketing, and enhance their abilities to identify and solve problems. For example, students are encouraged to visit rural areas to investigate the digital marketing of agricultural products (e.g., the coverage of live-streaming

e-commerce, farmers’ proficiency in digital marketing skills, and issues in online sales of agricultural products). They then compile research reports and propose targeted recommendations (e.g., “Training Program for Rural Live-Streaming E-commerce Talents” and “Suggestions for Digital Branding of Agricultural Products”). Some outstanding recommendations may be submitted to local governments or agricultural departments for reference, contributing to rural revitalization.

3.3. Evaluation and Feedback Pathways

3.3.1. Design of Evaluation Dimensions

The course ideology and politics evaluation system should be designed from three dimensions: “knowledge mastery,” “ability enhancement,” and “value shaping.” It should avoid solely using “exam scores” to measure teaching effectiveness and highlight the comprehensive impact of integrating ideology and politics elements. For example, evaluating students’ mastery of both marketing professional knowledge and ideology and politics-related knowledge, such as “whether they understand the data ethics requirements in digital marketing” and “whether they grasp the provisions on advertisement authenticity in the Advertising Law of the People’s Republic of China,” can be assessed through classroom questioning, assignments, and exams. Evaluating students’ abilities to apply professional knowledge to solve practical problems and to implement ideology and politics requirements in practice, such as “whether they can develop digital marketing plans that balance commercial value and social value” and “whether they can uphold integrity principles in business negotiations,” can be assessed through project practice reports, virtual simulation experiment performances, and enterprise practice evaluations. Evaluating students’ values demonstrated during learning and practice, such as “whether they have an awareness of respecting consumer privacy” and “whether they possess social responsibility and cultural confidence,” can be comprehensively assessed through classroom performance (e.g., viewpoints expressed in discussions), social practice reflection reports, peer evaluations, and teacher observation records.

3.3.2. Innovation in Evaluation Methods

By integrating digital tools, we can innovate the

evaluation methods for course ideology and politics, achieving a combination of “process-based evaluation” and “outcome-based evaluation,” as well as “quantitative evaluation” and “qualitative evaluation,” to enhance the scientificity and comprehensiveness of the evaluation.

3.3.3. Feedback and Optimization Mechanism

Establish a “multi-agent, multi-channel” feedback and optimization mechanism to promptly collect feedback on course ideology and politics from students, teachers, and enterprises, and continuously improve teaching content and methods.

4. Conclusion

In conclusion, the integration of ideology and politics into marketing professional courses in the digital era is a systematic endeavor that requires collaboration among schools, enterprises, teachers, and students. By continuously optimizing the supply of ideology and politics elements, innovating practical approaches, and improving evaluation and feedback mechanisms, we can truly achieve the organic unity of “professional education” and “value guidance,” cultivating high-quality talents for the marketing industry who possess both digital capabilities and correct values.

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