

Discussion on the Reform of the "Consumer Psychology" Course in Higher Education

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Abstract: This paper aims to analyze the current issues and reasons associated with the "Consumer Psychology" course, and propose reforms to the course design in order to enhance students' theoretical knowledge and practical abilities, and further improve their understanding and application of consumer psychology. The paper adopts literature research, case analysis, and interviews to investigate the teaching practices of consumer psychology courses, analyzing the necessity and feasibility of course design reforms, as well as the design and implementation process of specific reform plans. Future efforts can further improve the course design and implementation process, integrating new technological tools and research findings to continuously enhance the quality and effectiveness of teaching.

Keywords: Consumer Psychology; Course Reform; Teaching Model

1. Introduction

1.1 Research Background

As an important discipline, consumer psychology plays a significant role in guiding modern business activities. With the development of the social economy, the study of consumer psychology has become increasingly in-depth. As an essential course for training business professionals, the consumer psychology course in higher education also needs continuous reform and improvement.

In the current educational environment, the teaching methods and content of the consumer psychology course can no longer fully meet the needs of students and society. Therefore, exploring the reform of the "Consumer Psychology" course in higher education holds significant practical value and has far-reaching development prospects.

1.2 Research Content

This paper discusses the reform of the "Consumer Psychology" course in higher education. Specifically, most universities currently offer a consumer psychology course with a strong theoretical focus, insufficient practical teaching, outdated course content, and a lack of effective monitoring of teaching quality. To address these issues, this study will introduce relevant theoretical foundations for analysis and explore potential reform solutions for the consumer psychology course.

The research includes the following main sections:

- 1) Investigating the current state of consumer psychology courses in higher education, analyzing the existing problems and shortcomings.
- 2) Designing a reform plan for the "Consumer Psychology" course, including innovations in course format, content structure, and teaching methods.
- 3) Exploring the outcomes and prospects of the reform of the "Consumer Psychology" course in higher education, including evaluating teaching effectiveness and testing the practical outcomes.

2. Current Situation and Issues of the "Consumer Psychology" Course in Higher Education

2.1 Deficiencies in Course Design and Teaching Methods

In higher education, "Consumer Psychology" is a highly practical course. However, the effectiveness of teaching this course is not satisfactory in the current educational environment. When it comes to course design, it is important to recognize that the structure of a course must follow the principle of "teaching students according to their aptitude," addressing the learning needs of different students.

From a teaching methods perspective, traditional lecture-based teaching can no longer meet students' learning needs. During the teaching process, teachers should adopt new methods,

such as case analysis, group discussions, and hands-on practice, to ensure that students can gain a deeper understanding and mastery of the course material. Furthermore, it is important to acknowledge that students' learning outcomes should not only be assessed by the teacher but also through self-assessment by the students themselves. This approach can better promote students' enthusiasm and participation in the course.

In terms of improving the content of the "Consumer Psychology" course and the choice of teaching materials, more attention should be paid to the practical needs of students. This information is extremely helpful in selecting more suitable textbooks and improving course content.

2.2 Student Reactions and Learning Outcomes

Student reactions and learning outcomes are key indicators for evaluating the quality of a course. In the "Consumer Psychology" course in higher education, student reactions and learning outcomes are crucial evaluation criteria. This section will discuss student reactions and learning outcomes in this course.

Regarding student reactions to the "Consumer Psychology" course, some students still exhibit certain cognitive biases. For example, during the course, some students often confuse consumer behavior with consumption intentions. Additionally, a small number of students have misconceptions about the subject, perceiving it as dull and lacking practical value. This phenomenon suggests that the teaching design should pay more attention to combining theory with practice, making the subject matter more engaging and deepening students' understanding of it.

In general, in response to student reactions and learning outcomes, the teaching design should focus on combining explicit teaching methods with implicit ones. Teaching strategies such as rich practical case studies and vivid examples should be used to improve learning outcomes, enhance students' understanding of the subject, and foster greater interest in the field.

2.3 Areas for Improvement in Course Content and Textbook Selection

In the context of the rapid development of the market economy, consumer psychology has gained increasing attention in higher education,

making the course design and teaching methods more important. However, the "Consumer Psychology" course in many universities still has certain shortcomings, the most prominent of which are issues related to course content and textbook selection that need further improvement.

First, in terms of course content, many universities' "Consumer Psychology" courses focus on theoretical knowledge, but there is less emphasis on practical cases and the development of application skills. As a result, the course does not meet students' needs for solving real-world problems and fails to engage their interest.

Secondly, regarding textbook selection, the current textbooks for "Consumer Psychology" are primarily focused on knowledge delivery, emphasizing the narration of theoretical concepts with little analysis of real-world cases. Both teachers and students find the lack of case studies to be a limitation. Therefore, there is a need to adjust the selection and revision of textbooks, incorporating more case study analyses to improve students' application skills.

To address the shortcomings of the "Consumer Psychology" course in higher education, we recommend a comprehensive reform of the course. In terms of course content, practical case analysis with real-world applications should be added to integrate theoretical knowledge with actual problems, which would increase students' enthusiasm for learning. In terms of textbook selection, materials that include sufficient case studies and are better suited for student learning should be chosen, helping students truly understand the course content and improving their application abilities.

3. Reform Plan Design for the "Consumer Psychology" Course in Higher Education

3.1 Course Objectives and Teaching Method Design

In the reform of the "Consumer Psychology" course in higher education, the design of course objectives and teaching methods is a critical and important part. The formulation of course objectives should focus on the following aspects: 1) Focus on Real-World Needs: The course objectives should be aligned with societal needs and practical demands, aiming to cultivate students into application-oriented, practical, and innovative professionals in consumer psychology, equipping them with the ability to

solve problems in real-world work scenarios.

2) Close Alignment with Course Content: The objectives should be formulated in accordance with the course content, emphasizing both the mastery of basic theoretical knowledge and the enhancement of students' practical and application abilities.

The purpose of setting course objectives is to better achieve teaching goals. In selecting and designing teaching methods, attention should be paid to the following aspects:

1) Focus on Student-Centered Approaches: Use interactive teaching methods such as discussions, case exercises, and group discussions to foster students' autonomous learning abilities, innovative thinking, and teamwork skills.

2) Emphasis on Diverse Teaching Methods: Employ various teaching methods, such as classroom instruction, experimental teaching, and online education, to strengthen practical and case-based teaching, and gradually incorporate these methods into graduate-level training.

3) Focus on Teaching Effectiveness Evaluation: Regularly assess and provide feedback on teaching effectiveness, using evaluation results to guide adjustments and optimization of teaching methods. Additionally, encourage reflective teaching practices to enhance and improve the overall quality of instruction.

3.2 Textbook and Case Selection and Design

In the reform of the "Consumer Psychology" course in higher education, the selection and design of textbooks and cases are crucial components. This stage requires careful consideration of various factors to ensure the improvement of teaching quality and effectiveness.

First, as consumer psychology is a relatively new and interdisciplinary field, it is essential to choose updated textbooks that meet students' learning needs. The selected textbooks should be detailed and scientific, encompassing both foundational knowledge and cutting-edge, topical content.

Secondly, the selection and design of cases is also a key aspect. Using case studies allows students to gain a deeper understanding of the connection between theoretical knowledge and real-world problems, thereby enhancing their overall capabilities and problem-solving skills. Case selection should be tailored to students' year of study, major, and cognitive level to match their learning capacity and intellectual

development.

In addition to the selection and design of textbooks and cases, several other factors should also be considered. For example, during teaching, practical scenarios should be incorporated, using a variety of teaching methods that encourage independent thinking and exploration. Students' participation and discussions should be emphasized to cultivate their ability to analyze, judge, and solve problems. Furthermore, an evaluation and feedback mechanism should be established to regularly assess students' learning progress and opinions, allowing for continuous improvement and refinement of teaching content and methods.

3.3 Advancing Practical Teaching and University-Industry Collaboration

In the reform of the "Consumer Psychology" course in higher education, practical teaching and university-industry collaboration are critical components. These not only help improve the effectiveness of teaching but also cultivate students' practical skills and innovative spirit.

First, in terms of practical teaching, various approaches can be employed. For example, a simulated market can be set up on campus, allowing students to learn marketing knowledge and skills through hands-on practice. Alternatively, students can be divided into groups and sent to different companies for field research, where they can gain an understanding of consumer needs and psychology in real-world markets.

Secondly, regarding university-industry collaboration, a variety of cooperative models can be explored, such as: collaborating with e-commerce companies to analyze consumers' online shopping behaviors and understand emerging consumption trends; partnering with offline businesses to involve students in market research and product design, teaching them how to build good communication and trust with consumers. Through such collaboration, students not only get access to real markets and consumers but also develop their professional competence and innovative thinking.

In the advancement of practical teaching and university-industry collaboration, the role of teachers must also be emphasized. Teachers need to possess both leadership abilities and an investigative spirit, leveraging the interdisciplinary advantages to provide comprehensive support and guidance to students.

4. Reform Results and Prospects of the "Consumer Psychology" Course in Higher Education

4.1 Student Response and Learning Effectiveness

In the reform of the "Consumer Psychology" course in higher education, students are the most direct beneficiaries. During the teaching of the new course, student responses and learning outcomes became an important area of investigation for this research. Through survey analysis, this section summarizes students' responses to the new course and their learning outcomes.

First, the course contains rich content on consumer psychology, with an increased focus on practical operations. Students are able to gain a deeper understanding of consumer psychology through various forms of teaching practices. During the learning process, students actively participate in class discussions, expressing their opinions and ideas. At the same time, students also experience a more autonomous learning model, where the teacher provides guidance and direction rather than simply delivering information in a lecture-based format.

Secondly, students' learning outcomes from the new course met the expected goals of this study. The thinking models and research methods learned in the course have also provided students with broader and deeper perspectives, which will offer strong support for their future academic research and entrepreneurial innovation.

4.2 Teacher Teaching Experience and Teaching Effectiveness

Teachers play an indispensable role in the course reform. Under the new curriculum, teachers need to have a deep understanding of students' needs and backgrounds, strengthen communication and interaction with students, and increase student participation and learning effectiveness. Teachers must also master new teaching methods and techniques to make classroom instruction more dynamic and engaging.

First, the teaching experience of teachers has been somewhat enhanced. The new course design is more aligned with students' needs and actual situations, making it easier for teachers to design teaching content and methods. At the same time, teachers are also paying more

attention to teaching reflection and evaluation, continuously optimizing their course design and teaching process, which helps to improve their own teaching abilities and levels.

Secondly, the teaching effectiveness has significantly improved. The new course design provides more abundant and diverse teaching resources and case studies, allowing students to gain a deeper understanding and mastery of consumer psychology theory and practice. During the teaching process, teachers focus on interaction and discussion with students, guiding them to think and analyze more effectively, which increases students' active participation in the class.

4.3 Practical Outcomes of the Course Reform and Future Directions

After exploring and analyzing the practical outcomes of the "Consumer Psychology" course reform in higher education, it has been found that the reform has achieved some positive results but also faces a number of challenges. This section will provide a preliminary discussion of these issues and offer prospects and suggestions for improvement.

First, in terms of practical outcomes, the advanced teaching philosophies, methods, and tools have greatly increased student enthusiasm and initiative toward the new curriculum. There has been a significant improvement in students' learning outcomes. Practical activities, such as field surveys, teamwork, and case analysis, have stimulated students' interest in learning and enhanced their overall abilities in real-world applications. At the same time, teachers have paid close attention to the individual needs and learning requirements of each student, continuously seeking more effective teaching methods and strategies.

However, the course reform also faces some challenges in practice. On one hand, students' prior knowledge and academic foundation vary significantly, with some students showing weaker fundamental skills, which increases the difficulty of implementing the new curriculum. Additionally, teachers' teaching levels and experience differ, and some teachers need to improve their theoretical knowledge and practical experience, which further complicates the teaching process.

To address these issues and challenges regarding students' learning outcomes and teaching effectiveness, the following suggestions and

future directions are proposed:

Efforts should be made to encourage greater student participation. The curriculum should be diversified to better meet students' actual needs, with more practical components included to improve their practical application abilities.

It is crucial to encourage and support the active participation of quality teachers. National or regional education administrative bodies in higher education should recognize and reward teachers and students who have demonstrated exceptional performance over multiple years. This will help foster a campus culture that values teaching and respects talent, motivating more teachers to engage in the course reform and contribute to building a high-quality, diverse teaching reform team.

5. Conclusion

The reform of the "Consumer Psychology" course in higher education is a long-term task. Through continuous research and exploration, better outcomes will be achieved, meeting the needs of both students and teachers, and making more positive contributions to the development of the course in the future.

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