Application of Case Study in Teaching Measurement of Marketing—Base on the Teaching Quality Assurance System of AACSB Certification

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ABSTRACT

AACSB International Certification represent the top level of business college, AOL Measurement of AACSB is the most important method to make sure the teaching procedure and effects meet the requirements. Base on the condition that case study teaching method are widely used in business colleges, the assay uses case study as the measurement of Marketing, and analyze the teaching aim, measurement contents and methods of AOL, and proposed the targeted measurements.

1 AACSB and case study teaching method

The AACSB International Education Certification is an internationally recognized bachelor's degree and a master's degree academic appraisal, and it is of most authority and influence in the world. AACSB is one of the most popular higher education accreditation system of business, represents the highest achievement of a business school, and originated from Harvard Business School case study teaching method, to cultivate students' ability as a kind of effective teaching methods are widely applied in the management in the process of class teaching.

1.1 AACSB certification and teaching quality assurance system

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1.1.1 The AACSB accreditation.

AACSB is the joint institution of business school which has the largest number of members in the world, the oldest and largest certification kinds. It was founded in the United States, jointly sponsored by 17 prestigious universities, including Harvard University and Cornell University and Since 1919, AACSB has implemented the education certification of higher management. The education certification of AACSB International is carried out by the association, which is the voluntary participation of education institutions, in order to conduct academic accreditation for the bachelor's and master's degree programs.

1.1.2 Teaching quality assurance system (AOL)

AACSB's teaching effect guarantee (AOL) standard is mainly based on the concept of "mission-oriented", and based on the concept of "effect evaluation", it focuses on evaluating students' learning effects. The two basic principles that AOL standards support for AACSB certification are evaluability and continuous improvement. On evaluation ability, "external organization of teaching evaluation to the college, such as prospective students, institute director supporters, government officials, and accrediting agency, prove that college has reached the anticipated goal".

1.2 Case study teaching model and application

1.2.1 Case study teaching method

"Case study teaching method" is mainly refers to the former Harvard Law School dean Christopher Columbus Langdell) proposed a kind of teaching method in 1870s, First applied in Yu Faxue education, it is the main teaching method in common law countries such as America, Canada and other national law institutes. Later, it was widely used in other disciplines, such as medicine, economics, management, sociology, etc., which is a popular teaching method.

1.2.2 Case study teaching method application

The application of case study teaching method have a variety of forms, the business school will choose the proper form of case study teaching method according to the condition of students and teachers. In general, the process of case study teaching can be divided into three parts.

The first part is to distribute the case information and assign tasks. The contents of a case basically between 20-40 pages, with complex information. In addition to the content of the case the event itself, the case also includes directly or indirectly related to other materials, such as backgrounds, the basic theory and so on, the students need more than two hours of time to complete the reading. Most of the times we also need students to surf the Internet to find other materials related to the case. this process is not only the process of reading and supplementary of materials, it is also the process of student's self-study. The second part, group discussion and completion of tasks. Normally 4-5 students will make a study group. After the teacher explained the case materials, the study group will determine the discussion time, or they can fix the discussion time of
every week. During the case study, students discuss the case, this will help to have a
deep understanding of the case, and also find the new problems, they will raise new
thinking. At the same time, the students who will make the speech will demonstrate in
the group, and enhance their self-confidence.

The third part, teachers guide students to discuss. The main role of teachers in the
case teaching is to guide, to guide and organize the case discussion, and inspire students’
thinking. Under the guidance of teachers, students will make free speech and
discussion, through the analysis of the time perplexing cases, find out the root cause of
the problem occurred, weighing various factors, comparing the advantages and
disadvantages of different schemes, and then according to their different choice to
specify the operation plan.

2. Characteristics of the undergraduates marketing case teaching

2.1 Use class time for case preparation and preliminary discussion.

College students have more extracurricular activities of science and technology,
except the basic courses, the business school students also participated in many
extracurricular activities, such as a variety of community activities, all kinds of sports
activities and volunteer activities, so the spare time occupied on a large scale.

When the case study teaching was first launched, the students are asked to prepare
the case using the spare time, but many students reflected that they don’t have enough
time to read the case. Because most of the cases are long, the students don’t have
interest to complete the reading, they don’t familiar with the case, so they don’t have too
much to say, and the classroom discussion atmosphere is dull. In this case, they can only
make full use of the time in class.

2.2 Case teaching account for 30% as a normal performance assessment.

Marketing course evaluation is still adopt the way of combining daily inspection
and final inspection. As a professional core course, the composition of the marketing
course assessment is that the ordinary assessments accounts for 40%, and the final
examination is 60% of the total grade. In the ordinary assessments, 10% count for the
attendance of the students, and the left 30% will count for the case analysis. In 30% of
the case assessment, normally the students' overall performance, team cooperation and
the quality of the case study report are mainly assessed and the students' innovative
spirit is encouraged. The students' overall performance includes classroom speech, PPT
presentation, positivity of group discussion, originality of thought, etc.

The cooperation of the team mainly examines the process of the students’
cooperation to complete the discussion and research report; the assessment of quality of
case studies is mainly about whether students can write standardized business planning
books, market research reports, market environment analysis reports, etc.

2.3 Case study report is one of the bases for assessments.

Case study teaching method is generally evaluated according to the degree of
participation of students in case study process, but in AACSB certification, the process
of teaching control (AOL) links need to be based on process assessment. However,
there is no clear basis for the scores given by teachers only after the discussion, and it is not conducive to the examination of the certification committee, in this case, after the case discussion, students are assigned to write a case study report. The report will be completed by all the students in the group, each student will be responsible for a part of the report, and will sign for the part. The teacher will give a score to every student according to the quality and quantity of their jobs, this will be the basis of personal evaluation.

3. Application of case teaching in course examination

3.1 Basic testing requirements of AOL.

According to the requirements of AACSB certification, the teaching process of marketing specialty is tested, curriculum pattern as shown in table 1. Marketing will tested as a professional course. In the map, double hooks mean curriculum and observation point of strong correlation, single hook for weak correlation.

**Table 1. Market marketing course map.**

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>1. Marketing management ability</th>
<th>2. Critical thinking ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>1.1 Be able to analyze and summarize marketing environment</td>
<td>1.2 Be able to work with team members to solve marketing problems</td>
</tr>
<tr>
<td>Relevance</td>
<td>√</td>
<td>√√</td>
</tr>
</tbody>
</table>

In table 1, marketing courses focus on detection of "Learning Goals" for "capable marketing business management", "Learning Objectives" is "to be able to work with team members to solve the problem of marketing" and "to use the market marketing theory and method of marketing decisions". 1.2 focusing on the ability of students to communicate and cooperate with team members to complete work together, 1.3 focuses on testing students' understanding and flexible use of marketing theory and methods.

The general test of marketing courses includes 2.2 "to be able to make judgments through analytical reasoning and to put forward insights" and 1.1 "to analyze and summarize the marketing environment". 2.2 mainly test the students’ ability to use the evidence to judge marketing problems, and carry out the ability of moderate analysis, 1.1 mainly test students' understanding of the marketing environment.

3.2 Analysis of the methods of case analysis in marketing courses

According to the basic requirements of marketing testing, the strong relevant learning Objectives are tested, and the detection methods are as follows:
Test 1: can work with team members to solve marketing problems. 
Testing content: team communication and collaboration.
Detection method: case analysis.

First, assess the process of team members’ discussions, including the enthusiasm of team members to discuss and cooperation, help each other between team members, and so on and so forth scores, the score is the combination of the teachers' subjective evaluation and objective evaluation team members. Second, score the quality of the results obtained after team discussion. The score will be give out by the teacher.

Test 2: can use marketing theories and methods to make marketing decisions.
Detection content: marketing planning scheme.
Detection method: case analysis.

First, the students are scored according to the PPT presentation and the quality of the speech in the case analysis, includes the quality of PPT, the presentation of the speech, etc. Secondly, the students are scored according to the quality of the marketing planning scheme, the content includes the proper choice of marketing theory and method, the formulation of marketing plan, the implementation arrangement of the plan, etc. If the marketing planning scheme is completed by the team members, the quantity and quality of the content of the report shall be graded on each member.

The weakly related content in the marketing course map includes 2.2 "able to make judgments through analytical reasoning, and put forward insights" and 1.1 "can analyze and summarize the marketing environment". 2.2 main test students ability to use the evidence to judge marketing problems, and carry out the ability of moderate analysis, 1.1 mainly test students' understanding of the marketing environment.

CONCLUSION

In this paper, through the case teaching method in the AACSB international certification in the AOL curriculum quality assurance link related indicators were detected, and put forward the detection objectives, methods, and put forward some suggestions on the process control of the detection. It can be used as a reference for the marketing specialty of business school which is accredited by AACSB or has passed the certification.

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REFERENCES