

# Original Research Article

## **Study on Learning Assurance of High-impact Teaching in Consumer Behavior Course<sup>1</sup>**

### Abstract

high-impact teaching philosophy helps students to expand their learning, exercise their critical thinking skills and apply the professional knowledge they have learned, which not only promotes the learning effect during the school year, but also focuses on the career development of students. However, less research has focused on learning security under high-impact teaching concepts. Therefore, the purpose of this paper is to explore the guarantee of high impact teaching in consumer behavior in the learning effect, and put forward suggestions. This study obtained data through course summary and office hour records, and concluded which measures were more effective through text analysis. The research finds that students' text analysis shows that practical training programs can best promote theoretical knowledge learning and ability training, and office hour can indeed help students establish career goals. Finally, it is suggested that schools should put forward an incentive scheme for high-impact teaching.

Keywords: high-impact teaching; critical thinking; learning assurance; Text analysis

### **1.Introduction**

High-impact teaching philosophy helps students to expand their learning, exercise their critical thinking ability and apply the professional knowledge they have learned, which not only promotes the learning effect of students during school, but also focuses on the development of students after graduation (Yen, Cai, and Fa,2023). High-impact teaching emphasizes practice and Improve the quality of education, in which students find and solve problems in real situations. The learning tasks involve a wide range of knowledge and require the cooperation of students from different disciplines and specialties. Teachers are the guides and facilitators of students' independent learning (Zhai, Wang, Yuan, and Zhang,2020). Therefore, scholars believe that high-impact teaching is Outcome-based education (OBE)(Zhao,2023). Under this philosophy, the more time and energy students devote to purposeful

---

<sup>1</sup> Fund project: Project Fund of Qingdao City University "Teaching Mode Reform of Organization and Management Based on Action Learning" (Project No. 2021001A); Research on the path of OBE concept reform of Consumer Behavior Course from the perspective of three Education (Project No. 2022015B);

learning tasks (such as research-based learning, in-depth communication with teachers on academic issues), the better their learning results will be (Xu, Lu, and Fu,2020). Moreover, since high-impact teaching can expand students' learning, it means the value of the second classroom in practical education (Luo,2013; Zhu,2022). For example, competitions, volunteer services, off-campus internships and participation in teacher projects are all activities that can expand students' learning (Yen, Cai, and Fa,2023; Ma, and Feng, 2022).

However, purposeful learning activities have a positive effect on the learning outcome of college students, but for teachers, it is necessary to predict and measure the learning effect of students and ensure that the learning effect is displayed during the course implementation (Zhao,2023). Moreover, even if teachers accurately set (predict) students' learning outcomes, the level of students' participation in high-impact educational activities still needs to be improved (Lu and Jia, 2022). In other words, students are learners of a particular specialty whose knowledge and ability are still being learned, and the reliability of their expertise and ability may limit their level of participation in high-impact educational activities, such as undergraduate students' participation in higher-level scientific research activities of teachers. Therefore, teachers should maintain some flexibility when designing curriculum activities. Undergraduate students should not have high expectations, but must actively encourage students to grow and challenge.

There are few researches on ensuring the learning effect of high-impact teaching, and there is still a gap in theory. Therefore, the purpose of this study is to explore the learning assurance of high impact teaching in consumer behavior. From the perspective of students, this paper will analyze the effective and feasible measures considered by students and provide suggestions for peers' reference. Specifically, the purpose of this study is to explore the issue of learning assurance in high-impact teaching, which mainly focuses on the assurance of curriculum activities (pre-class, in-class and after-class activities), such as the question and answer of the old unit and the pre-class learning guide of the new unit. Quizzes and quick answers, in-class exercises, homework and quizzes; Ensure homework, group projects and office hour tutoring.

## **2.Research methods**

The purpose of this study is to explore the issue of learning assurance in high-impact teaching, which is suitable for the use of qualitative research design. From the perspective of students and teachers, this study explores their views on the issue of learning assurance, and then puts forward suggestions. This study takes students enrolled in the course of Consumer Behavior as the research object. This

course is a compulsory course in the third year, with a total of 64 candidates. Choosing this course can ensure the stability of sample numbers and the feasibility and reliability of data acquisition.

In terms of data acquisition, the researcher uses office hour records and end-of-term summaries of consumer behavior as text materials. During 2023, office hour was held 10 times in the Consumer Behavior course, resulting in 10 text records (7,283 words) from participating students. Secondly, before the end of the semester, teachers ask students to write a summary of the course (24,536 words).

On the whole, office hour records should be kept by the school, so that students will not scribble them. The final summary is one of the bases of the usual grade assessment, which is related to the total score of the students, and the students' attitude will be taught correctly. Therefore, the data obtained in this study should have certain reliability and validity in terms of quantity and quality.

Finally, in terms of data analysis, this study adopts content analysis to obtain the data required for analysis. The operation steps are described as follows.

#### (1) Data cleaning

The research team filtered the text material to remove parts that were not relevant to the subject of the study. "Consumer behavior is the study of consumer psychology, behavior and decision making. It involves marketing, psychology, sociology and many other fields." , has nothing to do with the research topic, so this part is deleted in this study.

#### (2) Entry collation

Second, the team read in sequence to find key terms. These entries include pre-class reviews, quizzes, guided reading, study questions, lectures and lectures, reviews, assignments, practical projects/facts, and summaries.

#### (3) Entry analysis

Next, the research team used induction to analyze students' perceived learning assurance measures and their responses to learning assurance to find the most effective learning assurance programs.

### **3. Empirical results**

In terms of learning goals, high-impact teaching emphasizes multiple learning, and students' learning goals include professional knowledge, other abilities and life application, etc. Therefore, this study makes an empirical analysis.

#### (1) Learning assurance of professional knowledge

In terms of the protection of professional knowledge, students can specify which classroom activities in high-impact teaching mode are conducive to professional knowledge learning, including quizzing, guided reading, homework, practical projects

and other activities. On the whole, the design of practical training activities can improve students' understanding of theoretical knowledge. Specific text cases are as follows:

"After learning consumer behavior for a semester, I have indeed received more knowledge. The teacher is still the same teacher, going out for practical training, classroom quizzes, pre-class guidance, and class questions are all to help us master knowledge." (S1)

"This semester, we also carried out three practical training projects, each of which our team took seriously and completed seriously. Our team cooperated very well and liked the atmosphere of our team very much. Through the practical training project, we could combine what we learned with real life, which was more conducive to our learning and understanding." (S2)

"We also carried out three quizzes, each quiz to talk about the previous key content of the review, so that we will not learn new knowledge and forget the previous knowledge, and let us know the key content of the study, hope that the final exam can be a good score." (S2)

"The teacher not only teaches us knowledge, but also learning methods, this semester there are three practical training, three quizzes, in the training process we not only learned how to write practical training reports, but also learned communication skills, group cooperation skills." At the same time, the teacher also taught us the answer template, so that we can get more systematic knowledge. And in knowledge memory, we can use key lexical methods to string together knowledge, deepen memory and consolidate memory." (S3)

"In the course of learning, we have also experienced many times of practical training, through these practical training, I understand more knowledge about consumer behavior analysis, consumer purchase decision-making behavior, behavioral characteristics have a more profound understanding." At the same time, we can combine textbook knowledge with practice and have a deeper understanding of textbook knowledge." (S4)

"In this course, I learned a lot of useful knowledge and skills. First, I learned how to take notes and review in class better. Through the teacher's guidance and advice, I found a more efficient way to study, which will be of great help to me in future studies and exams." (S5)

"Through the teacher's explanation of academic terms, I have a deeper understanding of the relevant knowledge of consumer behavior, not only staying at the surface of the text, so that I have a more in-depth thinking." Each training report is the connection between theory and practice, which makes me feel like I am in the work and experience the life of a real marketer. It enables me to accumulate

experience, master the investigation and interview in reality, and have a further understanding of marketing." (S6)

(2) Learning assurance for other abilities

Through the arrangement of high-impact teaching activities, students' practical ability, communication and expression ability, teamwork ability, PPT making ability, etc., are guaranteed. Examples of specific texts are as follows:

"This semester we have experienced a lot of practical training, homework, testing and learning, it is a very fulfilling semester, I feel that my ability is constantly improving." In the process of learning, we all encounter various difficulties and challenges." (S7)

"We not only learned the basic knowledge of the concept, but also learned the skills and methods to do the problem, we still have a few college study played an important role, thank the teacher for this semester to help us, the hard teacher to teach us, in the future work, I will use the consumer behavior learned in the university to work seriously in the company." (S8)

"I will apply the knowledge and ability I have learned in this semester to my study life." First of all, the knowledge and principles I have learned will be applied in competitions, graduation papers and future work. Secondly, my ability to make PPT and explain can be applied to various reports. Thirdly, I believe that all kinds of knowledge are interrelated, and what I have learned in this course will help me solve problems in other courses." (S9)

"Until now, I have been deeply influenced by the teacher, not only let me have a deep understanding of marketing research and consumer behavior courses, but also learned how to make questionnaires, and the communication with strangers when I go out to interview has also exercised my social skills. In my future consumption process, I will think of this kind of consumption behavior I have learned in Dr. Yen's class. The combination of theory and practice is the best way to express this course, different from talking on paper, the impact brought by personal experience is more profound, thanks to the two semesters of teacher's teachings, benefited a lot, such an optimistic and kind teacher like Ms. Yan is very rare, it is a great honor to study with the teacher." (S10)

"After learning this course, I have greatly improved my PPT making and speech making, and each practice is of great help to me to understand knowledge and experience deeply. I am very grateful to Dr. Yan for allowing us to carry out these practices, which allows me to participate in the research process in advance, and each failure summary will be of great help to my next exploration. I think this course is

really of profound significance to me, both for my future employment and for my thesis writing." (S11)

### (3) Learning assurance in life

Through the arrangement of high-impact teaching activities, students' learning protection in life is embodied in that they have more specific goals and practices for their campus life, which has positive and concrete help for their future career development. Examples of specific texts are as follows:

"Yesterday, I had the first office hour of this semester with Teacher Yan. The theme of this semester was mainly about what new goals and plans I have for my study and life in this semester. . For me, it is the problem of CET-4, for which we should continue to accumulate words, learning English is a process of accumulation, and also by constantly brushing questions, in order to consolidate the learning effect, only memorizing words is not feasible, we must put the words into context to understand. This communication of more than half an hour is a clear goal for me, and I will adjust myself faster and continue to study hard." (S12)

"In terms of life, Dr. Yan tells us through his own real experience that when you encounter problems in life, you can try to find a way to solve the problem through various channels, and the method is always more difficult, and you usually have to set goals and plans for yourself, exercise more, keep fit, and ensure physical and mental health." I have gained a lot from this office hour. In my future study and life, I will keep Dr. Yan's advice in mind and set high standards for myself to achieve better results." (S13)

This teacher-student meeting mainly includes two parts: professional learning guidance and exam guidance. Firstly, in terms of learning, the teacher told me to build self-confidence, demand high standards of oneself, and learn from classmates around me. Secondly, in terms of exam preparation, the teacher encouraged us by sharing their own experience. For the English CET-4 and CET-6 exams, we need to practice real questions more to master answering skills and persist in memorizing vocabulary to increase vocabulary. For the teacher qualification exam, we need to practice real questions more Understand current affairs and politics. " (S14)

"Today we had an office hour, which consisted of two groups of members. Under the leadership of Teacher Yan, we discussed two questions mainly about our future goals and what difficulties are there in life and study. Most of the students' goals are to pass CET-4 and CET-6, obtain various certificates, and establish the entrance examination for postgraduate schools. Ms. Yan provided some skills about Level 4, so that we learned a lot and gained a lot, more clear their goals, conducive to our future planning, let our future study and life more planning, and promote our progress, for us,

this is a very meaningful meeting, thank you for Ms. Yan's guidance." (S15)

"In this office hour, we discussed with the three groups about their future goals and difficulties in life and study. Most of the students aim to pass CET-4, CET-6, teaching capital, Computer Level 2 and other certificates. We can see that everyone has different life plans and what kind of life we want to pursue. What kind of goals will you have. Teacher Yan gave guidance to each of us, and also told us to do more questions in CET-4 and CET-6, and gave us convenient help. In the future, I will be more clear about my goals, pass CET-6 this semester, memorize more words and listen to lectures." (S16)

#### **4.Discussion**

In terms of the learning guarantee of professional knowledge, the research results show that the question and answer, the new unit pre-class learning guide; Quizzes and quick answers, in-class exercises, homework and quizzes; Both homework and group projects ensure learning outcomes, with more than half of students identifying hands-on programs as the most effective. Because the practical training project requires prior discussion, teamwork, and off-campus research. It is combined with real life, will let the students on the knowledge of the more profound impression. This finding echoes the previous literature, and the high-impact teaching philosophy helps students to expand their learning, exercise their critical thinking skills and apply their professional knowledge (Yen, Cai, and Fa,2023).

Secondly, in terms of the learning guarantee of other abilities, the research results show that learning guided reading before class of new units can exercise students' ability of making ppt and explaining. More importantly, the practical training program can exercise more diverse abilities. Such as critical thinking (Wu, 2004), communication and presentation, teamwork, social skills, report writing skills and problem solving skills. The research finds that students find and solve problems in real situations, which is consistent with the existing literature (Zhai, Wang, Yuan, and Zhang,2020).

In addition, in terms of life learning security, the research results show that the implementation of office hour can narrow the distance between teachers and students, help students identify learning goals and career goals, and then make more appropriate planning and resource arrangements. Students understand that the more time and energy they invest in purposeful learning tasks, the better learning results they will achieve, and the analysis results are consistent with existing literature (Xu, Lu, and Fu,2020).

Finally, in view of the problems raised in the literature, such as the prediction and measurement of students' learning effect and ensuring that the learning effect is

displayed during the course implementation (Zhao,2023), the learning guarantee method in this study seems to be a feasible scheme. Many students said that they were grateful to the teachers, who not only taught professional knowledge, but also taught skills such as learning methods and test-taking techniques. This shows that students' learning results can be induced, and teachers do not need to set too high or too low goals, let alone worry too much. Secondly, as long as teachers can arrange tasks reasonably, grasp students' public opinion and adjust task objectives reasonably, the learning effect can be almost guaranteed during the course implementation. In other words, this study fills some gaps in the existing research (Zhao,2023).

## **5. Conclusions and recommendations**

The purpose of this paper is to explore the learning guarantee of consumer behavior courses and its results in the design of curriculum activities for high-impact teaching. Through the above text analysis, the research finds that the activity design of high-impact teaching is useful. These activities include questions and answers for old units, pre-class learning guide for new units; Quizzes and quick answers, in-class exercises, homework and quizzes; Learning assurance measures such as homework, group projects and office hour tutoring. Moreover, in these learning assurance programs, practical training projects allow students to better understand professional knowledge and promote the combination of theoretical knowledge and practical ability. Secondly, practical activities can also effectively cultivate students' ability of teamwork and communication. Moreover, students' learning effect can be induced. As long as teachers can assign tasks reasonably, grasp students' public opinion and adjust task objectives reasonably, the learning effect can almost be ensured during the course implementation. In addition, the design of office hour allows students to understand their own goals and plans, so that their learning actions will be more efficient.

Therefore, this study suggests that schools should formulate relevant policies to promote high-impact teaching in a reasonable and orderly manner. In particular, measures to encourage teachers to adopt high-impact teaching should at least include teaching competitions and lesson plan sharing. For teachers, the reasonable design of curriculum activities is beneficial to students' learning, which can guarantee students' learning results and teachers' teaching results. Therefore, teachers should actively explore various high-impact teaching programs. As for the follow-up research, this study has shown that the learning security scheme of high-impact teaching is effective and necessary, and future research can compare the differences between different learning security schemes or the implementation differences of learning security in different courses.

## References

1. [Yen, TF., Cai, P., and Fa, H. \(2023\)](#). The Nature of Action Learning: An Aspect of High-Impact Teaching Philosophy, *Global Journal of Technology Management and Education*, 12(1), 1-15.
2. [Li, H., and Huang, W. \(2019\)](#). High-impact Practice Strategies for Special education in the United States and their implications. *Modern Special Education*, 2019(15), 76-80.
3. [Luo, H. \(2013\)](#). Reflection on the positioning of the second classroom in higher education. *Current Educational Science*, 2013(13), 12-13, 41.
4. [Zhu, Y. \(2022\)](#). Enlightenment of high-impact education practice Concept on the construction of "Second classroom" in universities. *Journal of Jiangxi Electric Power Vocational and Technical College*, 35(10), 60-63.
5. [Ma, L., and Feng, Q. \(2022\)](#). Critical Thinking Ability of Undergraduates and the impact of high-impact education Practice: An empirical study of a "double first-class" university. *China Higher Education Research*, 2022(05), 72-79.
6. [Zhai, H., Wang, Y., Yuan, Y., and Zhang, T. \(2020\)](#). Research on countermeasures for the construction of the second classroom in universities under the guidance of the concept of high-impact education activities. *Heilongjiang Animal Husbandry and Veterinary Science*, 2020(05), 144-147.
7. [Zhao, J. \(2023\)](#). What methods have been applied to the student-centered teaching reform in the United States? *Higher Engineering Education Research*. 2023-01-19. [http://www.360doc.com/content/23/0119/23/65434111\\_1064258187.shtml](http://www.360doc.com/content/23/0119/23/65434111_1064258187.shtml)
8. [Xu, D., Lv, L., and Fu, D. \(2020\)](#). Characteristics of high-impact education activities for undergraduates in research universities in China. *Higher Education Research*, 2019, 41(02), 58-65.
9. [Lu, G., and Jia, R. \(2022\)](#). The impact of high-impact education activities on students' ability development. *Research on Ethnic Education*, 33(02), 70-78.
10. [Wu, H. \(2004\)](#). The Critical Thinking. *Journal of Guangzhou University (Social Sciences Edition)*, 2004(11).