

Current Situation and Reason Analysis of Marketing Courses Teaching Method Based on “Internet +” Background

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Abstract—This paper investigates blended teaching methods of marketing major in colleges and universities under the background of widespread use of Internet technology. The findings indicates that undergraduate students majoring in Marketing are familiar with “Internet +” teaching methods, such as MOCC, Micro-lecture and SPOC, but their understanding is limited. Besides, marketing professional courses for undergraduate students seldom involve teaching methods related to “Internet +”. However, many students believe that “Internet +” technology can significantly change the traditional physical class, making it more interactive and more efficient. There are three main factors that hinder the use of “Internet +” in marketing professional courses, namely schools, teachers and students. Therefore, the author proposes some suggestions related to the above three aspects.

Keywords—MOOC; Micro-lecture; Flipped Classroom; Marketing Professional Course

I. INTRODUCTION

With the help of the Internet platforms as well as information and communications technology, there are new resources, new forms, and new models in Education beginning to emerge, such as MOOC, Micro-lecture, Flipped Classroom, Rain Classroom, and SPOC, which propel relevant academic research and teaching practices. As the “Internet+” initiative was written into the 2015 Government Work Report, “Internet + Education” will become a new focus and research topic.

The undergraduate marketing course teaching in colleges and universities will also be influenced by “Internet +”. The author focuses on the current situation of marketing courses teaching method under the background of “Internet +”, especially teaching methods using “Internet +” technology, and analyzes the reasons for the status quo.

II. LITERATURE REVIEW

A. Research Status of MOOC, Micro-lecture and Flipped Classroom

1) Research on MOOC

MOOC is the main education form in the Internet. MOOC refers to a large-scale online course. In the MOOC Internet platform, video-based and interactive online courses, which allow students from all over the world to learn using this platform, are uploaded. In 2012, American companies

including Udacity, Coursera, and edX were established, and soon became the most influential supplier of MOOC platform. On May 21, 2013, Peking University and Tsinghua University joined edX on the same day and posted their own classes on the platform. All domestic institutions of higher education in China had quickly followed up.

From searching keyword “MOOC” in CNKI, the result shows that there was only one literature in 2012, and the number of literatures in 2015, 2016 and 2017 reached more than 2,000. It can be seen that since 2012, MOOC has become a hot topic in teaching related fields. The research around “MOOC” focuses on the following aspects:

(1) Introduction to the concept of MOOC (Liu Yifeng, 2013; Gong Hui; Chu Jielei, 2016; Zhu Meina; Zhao Yunjian, 2017); (2) The influence of MOOC on various fields of education in China (Dong Lingling, 2013; Du Yang, 2013; Li Xiaoming; Zhang Rong, 2017; Fang Xu; Yang Gaoxue, 2016; Wang Qiong, 2016; Xu Xiaofei; Li Lian; Fu Yuxi, 2018; Tang Ying, 2015; Li Xiuli, 2017; Wu Yuyu; Jin Kai; Chen Xinyang, 2017); (3) How to develop and design MOOCs; (Feng Yonghua; Liu Zhijun, 2016; Qiu Weihua, 2017; Yuan Yiwen, 2016; Jiang Zhibin, 2018); (4) Evaluation of the use of MOOC and its teaching effects; (Fang Xu; Cui Xiangping; Yang Gaixue, 2016; Bai Qian; Zhao Li; Zhang Shuyu, 2016; Cao Xiaoming; Zhu Xi; Xue Xiya, 2018; Zhang Min; Yin Shuaijun; Nie Rui; Tang Cunzhou, 2016); (5) Limitations and Countermeasures of MOOC (Zhang Jiming, 2016).

2) Research on Micro-lecture

The Micro-lecture, mainly in form of micro-video, originated in the United States. Micro-lecture quickly became a basic learning unit under the background of MOOC, thanks to the online promotion by Khan Academy and TED-Ed. In recent years, there are many Micro-lecture websites in China and abroad starting to launch various types of Micro-lectures, which have greatly improved the education informatization in China (Wang Jide, Feng Yingying, Wang Wei, 2014).

The earliest literature on Micro-lecture was published in 1994. After 2012, the research results of Micro-lecture had emerged in large numbers, reaching more than 10,000 literatures in 2017. The development trend of the number of literatures is roughly consistent with that of MOOC, while the number is bigger.

The main reason is that the researchers have a more consistent understanding of the content of MOOC, but the definition of Micro-lecture is different. Besides, various courses with different meanings can be called Micro-lecture, leading to huge number of literatures related to this term. Through screening and comparison, the important research results of Micro-lecture are mainly concentrated in the following four aspects:

(1) Development status and stage of Micro-lecture in China and abroad (Zhang Yichuan; Qian Yangyi, 2013; Hu Tiesheng; Huang Mingyan; Li Min, 2014; Bu Caili; Zhang Baohui, 2016; Jiang Jilin; Huang Qiusheng, 2016); (2) The evolution of the concept "Micro-lecture" (Chen Jianlin, 2016; Zhao Guodong; Wang Bingyi; Liu Jinglu, 2016); (3) Design and skills of Micro-lecture (Jiang Libing; Wan Liyong; Chen Youqing, 2017; Jin Chun; Wang Min; Xu Linli; Zhang Jia; Li Feng, 2016; Jiang Libing; Chen Youqing, 2016; Wu Xiaotong, 2013; Lin Wen; Chen Mingxuan; Hu Yuexia; Zhang Hongying, 2017; Han Shuzhen; Ma Yan, 2016) (4) Exploration of the teaching effect of Micro-lecture (Fan Yaqin; Wu Lei; Sun Dongmei; Wang Wei, 2016; An Zhefeng; Zhang Fengfeng; Han Jingyi, 2017; Zhou Dongyu; Sun, 2016).

Most of the literatures have a relatively simple definition of Micro-lecture, which is that teachers play and use micro-videos in class. With the development of Micro-lecture practice, Micro-lectures are widely used in MOOC, and its form is no longer limited to video. It is also mentioned in some important literatures that Micro-lecture has gradually evolved into a teaching design method in MOOC platform (Chen Jianlin, 2016; Zhao Guodong; Wang Bingyi; Liu Jinglu, 2016).

3) *Research on Flipped Classroom*

Flipped Classroom is a teaching concept. Students use short micro-video resources to learn before class and solve problems with the guidance of teachers in class. Flipped Classroom has been gaining approval from researchers and practitioners, because of its attention to the students, emphasis on improvement of class teaching efficiency and advanced education concepts such as knowledge internalization.

The literatures on Flipped Classroom first appeared in 2012. Later, the related research on this topic showed a same trend as MOOC and Micro-lecture. A lot of research results appeared in 2015, 2016 and 2017. The literatures on Flipped Classroom focus on the following topics:

(1) Introduction and development trend of Flipped Classroom teaching mode (Zhang Jinlei, Wang Ying, Zhang Baohui, 2012; Zhu Hongjie, Zhu Xi, 2013; Zhang Jinlei, 2013; He Chaoyang, Ou Yufang, Cao Yu, 2014); (2) Teaching design with guidance of Flipped Classroom Teaching Concepts (Zhong Xiaoliu, Song Shuqiang, Jiao Lizhen, 2013; Zhao Xinglong, 2014; Wang Hong, Zhao Wei, Sun Lihui, Liu Hongxia, 2013; Ma Xiulin, Zhao Guoqing, Yan, 2013; Wang Xiaodong, Zhang Chenxi, 2013 Wang Ying, Zhang Jinlei, Zhang Baohui, 2013; Wu Jiuzhan, Meng Fengying, 2018); (3) Reflection on Flipped Classroom (Lu Qiang, 2013).

The literatures show that Flipped Classroom is a concept derived from MOOC. Its name "Flipped Classroom" comes from the fact that it change teaching method from traditional

"teacher teaches in class, students practice after school" to "students learn before class, and practice in class". The teaching concept of Flipped Classroom makes students more active and involved in the teaching process, and the more targeted and efficient in learning.

4) *Literature Review*

According to review of literatures on above three topics, we found that MOOC is a teaching platform, Micro-lecture is a teaching tool and Flipped Classroom is a teaching concept. The latter two are concepts born out based on the development of MOOC.

In fact, according to the characteristics of MOOC teaching, we found that only using MOOC is more suitable for large-scale open teaching, whose teaching content is relatively simple, clear and easy to understand. MOOC helps to spread featured courses and innovative courses of colleges and universities, build high reputation of universities and lecturers, improve communication and complementation between schools, and enhance international collaboration, etc. In daily teaching of colleges and universities, the traditional teaching methods, which is face-to-face teaching, still plays a major role. However, the platform, method, thought, and even tools of MOOC can be applied to traditional face-to-face teaching. The concrete manifestation is to use the MOOC platform to combine Micro-lecture in traditional classroom teaching and to express the idea of Flipped Classrooms.

B. *Teaching Method of Marketing professional Courses and Its Research Status*

Under the background of "Internet +", researchers also conduct research on marketing specialized courses teaching, which is concentrated in the following aspects: (1) Reform of marketing specialized course system under the background of "Internet +" (Wu Qingfu, 2019; Liang Yingyu, 2018); (2) Talent cultivation model of marketing specialty under the background of "Internet +" (Zhao Qiong, 2017; Zhang Shuzhen, 2017); (3) Discussion on Marketing Teaching Mode under the Background of Internet + (He Lijia, 2019); (4) Teaching design and application of Micro-lecture, Flipped Classroom and mixed teaching method in marketing specialty (Chang liping, 2017; Wen Tao, 2017; Chen Wangwei, 2018).

However, the above research mainly focuses on the marketing professional level of higher vocational and technical colleges, which is different from this article, focusing on undergraduate education level. Besides, only the fourth aspect is closely related to this study. The research content of the fourth aspect is to explore the usage techniques of a certain method used in class in a single way, and does not think about how to change the classroom teaching fundamentally through the use of these tools. Therefore, the existing research on how to improve the marketing professional courses by using "Internet +" is very inadequate, or even blank.

This article is a basic research, which first introduces the current situation of teaching methods of marketing specialized course, and analyses the causes of the status quo. Then, based on the status quo and cause analysis, the paper brings up a proposal to embed "internet +" ideas and methods in the

marketing teaching design and teaching process in a well-focused way.

C. Research Questions

Based on the above literatures, the author designs a number of research questions, which contains: Q1: Talk about your understanding of MOOC, Micro-lecture and Flipped Classroom. Q2: In your marketing specialized courses, what is the situation of teachers using "internet +" elements such as MOOC, Micro-lecture and Flipped Classroom in the class? Q3: What do you think about how to adapt multiple elements of "Internet +" into education of marketing major? Q4: What do you think is the main reason that hinders the use of the "Internet +" element in the teaching of marketing major?

III. RESEARCH METHODS

"When the goal of research is to investigate individuals' perceptions of problems rather than predicting their behavior, qualitative research is often the most appropriate method." In view of this, interview research is an important research approach in qualitative research. Based on the research questions raised above, this article chooses the undergraduate students of marketing majors from three colleges and universities in Wuhan as targeted interviewees, and adopts qualitative research methods, including in-depth interviews and focus group interviews. The research on teaching methods of the marketing professional courses under the background of "Internet +" are carried out, mainly focusing on the following five open-ended questions: Q1: Talk about your understanding of MOOC, Micro-lecture and Flipped Classroom. Q2: In your marketing specialized courses, what is the situation of teachers using "internet +" elements such as MOOC, Micro-lecture and Flipped Classroom in the class? Q3: What do you think about how to adapt multiple elements of "Internet +" into education of marketing major? Q4: What do you think is the main reason that hinders the use of the "Internet +" element in the teaching of marketing major?

In this study, a total of 120 people were interviewed as focus groups (6 people as a group, totally 20 groups) and 18 people were interviewed in in-depth interviews.

IV. SUMMARY AND REFINEMENT OF INFORMATION

According to the result of interviews, interviewers' answers to the four questions are as follows:

A. Basic Understanding

All the interviewed individuals or group members said that they have already heard of the terms "MOOC", "Micro-lecture", "Flipped Classroom", and even other names which did not mentioned by interviewers, such as "Rain classroom", "SPOC", etc. It means that after about seven years of popularization and promotion, the above "Internet +" teaching methods have been very familiar to college students.

However, the result of in-depth interviews shows that interviewees are only narrowly aware of the using methods and access of these "Internet +" teaching methods. For example, it is generally believed that "MOOC" is to watch teaching videos on a computer; "Micro-lecture" is that teacher asks students to watch videos containing important knowledge in a physical

class. The majority of students have only heard of these versions and have not really got involved in such teaching methods. Take the most popular "MOOC" as an example, all students said that they had attended to a MOOC. However, when the researchers asked them to describe about the class, it was found that most of the students only fast-forward the teaching videos and completed part of the homework. They believed that they did not get a lot from MOOC and why they use MOOC is for credits. Besides, their understanding of other teaching methods varies.

B. Current Usage Situation

Asked about the use of the "Internet +" teaching method in marketing professional classes, the interviewees said that most marketing professional courses did not use any teaching methods related to "Internet +". Some interviewees said that some courses in their college, such as *Marketing*, *Consumer Behavior* and *Brand Management*, were uploaded on icourse163.org. If they have something that they cannot understand or they are required to review, they would watch these teaching videos by themselves before or after the physical class. As for whether lecturers actively mix the content of MOOC in the physical class during their teaching process or use other relevant elements to improve teaching effect, most of the interviewees denied it. The teaching methods proposed by some of the interviewees, such as case study, group discussion and group presentation, are not part of the "Internet +" teaching method, but traditional teaching methods.

C. How to Use

When asked about how to use teaching methods related to "Internet +" elements in marketing professional courses, interviewees gave some constructive suggestions: 1. Only using online video MOOC is not suitable for professional courses. Marketing professional courses are still required to be based on physical classrooms, while online MOOC can be used as an assistant means. There are something that can be done in MOOC platform, such as pre-class preparation, after-class review, and assignments; 2. The lecturers can divide the knowledge taught in class by using relevant technique to make it dynamic and vivid; 3. Lecturers are suggested to give initiative of the class to the students. The class should not be "speaking in one voice", or led by one person.

In conclusion, interviewees believed that "Internet +" technology, which can enhance interaction and efficiency in class, is able to change traditional physical class in an obvious degree.

D. Difficulties

When the interviewees were asked what factors were hindering the use of "Internet +" technology and elements in marketing professional courses, they listed the following reasons from their perspective as students:

(1) Lack of emphasis from colleges and universities. Colleges and universities should be the main driving force for promoting popularization of MOOC, Micro-lecture and SPOCs by several measures, such as investing more funds, setting up relevant motivate system, and providing teachers with necessary training.

(2) Lack of involvement of the instructors. The instructors are the direct users of the teaching skills and also the specific performer in class. Therefore, the instructors' will also directly affect the application of the "Internet +" element. Respondents believed that colleges and universities should use some promotion measures to encourage instructors to actively accept and use relevant teaching techniques.

(3) The enthusiasm of students' active learning is not enough. Students, the main part of education, should be encouraged to have high enthusiasm, thereby improving the use of teaching methods. Interviewees believe that the motivation of students mainly comes from teaching tasks. If the instructors have arranged relevant teaching tasks which can only be completed by using MOOC, Micro-lecture, SPOC, etc., then students are more likely to use relevant teaching technique according to the demands of instructors and courses.

V. CONCLUSION

This study found that undergraduate students in general universities are familiar with the "Internet +" teaching methods, such as MOOC, Micro-lecture, SPOC, etc., while their understanding is limited. In the professional course teaching of undergraduate students majored in marketing, most courses do not involve any teaching methods related to the "Internet +" element. However, students generally believe that "Internet +" technology can significantly change the traditional physical class. They hope that courses can be more interactive and efficient by involving "Internet +" technology in class. The main obstacles hindering the use of "Internet +" technology and elements in marketing professional courses are mainly from colleges and universities, instructors and students. The corresponding improvement approaches mainly focus on the above three aspects.

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