



Research on Blended Teaching Mode of the “Marketing” Course Based on OBE

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Abstract. In the post-epidemic era, online and offline blended teaching mode is widely applied in colleges. Based on the concept of OBE (Outcome-Based Education), this article constructs the online and offline blended teaching mode of the “Marketing” course. The implementation plan of teaching is designed. According to the ability of social requirements, the teaching contents are designed. Various teaching resources are uploaded to the “Chaoxing” platform. The evaluation system is optimized based on the concept of TQM (Total Quality Management). The reform of teaching mode enables students to integrate into the learning process in and out of class. The teaching objectives are finally realized. The teaching effect is improved.

Keywords: Outcome-Based Education · Blended Teaching · Marketing · Total Quality Management

1 Introduction

In the post-epidemic era, large-scale online teaching practices provided an essential opportunity for teaching reform in college. Teachers built online courses and completed teaching tasks through the online platform. Online and offline blended teaching modes will become important in colleges. The application of various teaching modes should ensure the teaching quality, stimulate students’ interest in learning, and achieve the expected learning outcomes.

Spady proposed Outcome-Based Education (OBE) in 1981. It was mainly used in engineering education, and then developed into the mainstream concept of education reform in Europe and America [4]. OBE is an educational concept guided by students’ outcomes. It emphasizes that organizing educational activities should be based on students’ outcomes. Students can obtain professional abilities and qualities through scientific evaluations and continuous improvements [2]. Davis Margery H. et al. proposed that outcome-based education was one of the most significant global developments in medical education. They presented four case studies of outcome-based education from medical schools in different parts of the world; Scotland; USA; Pakistan; and Singapore. By analyzing the cases, the variation of implementing outcome-based education was discussed, and the key points for successful implementation of outcome-based education

were highlighted [1]. Blended teaching is a teaching mode based on information technology. It focuses on the deep integration of network learning and traditional education, to build an intelligent and dynamic open classroom [3]. Xing Lili found that students were satisfied with blended teaching. Precision teaching made learning more efficient, and made teacher-student interaction more frequent. Blended teaching could significantly improve students' analysis, synthesis and other thinking abilities. It could also play a positive role in promoting students' autonomous learning, independent thinking and collaborative searching [6]. Wang Zhangqiong et al. explored and implemented a blended online and offline teaching mode for the "Supply Chain Management" course based on the concept of OBE. They redesigned the objectives, contents and teaching methods of the "Supply Chain Management" course [5]. Based on the previous scholars' research and the concept of OBE, this article studies the blended teaching mode of the "Marketing" course, to enable students to understand and experience the marketing work process, master marketing skills, master learning skills, and improve comprehensive quality.

2 Construction of Blended Teaching Mode of the "Marketing" Course Based on OBE

The primary process of teaching design guided by OBE is based on the objective of talent cultivation and graduation outcome. Course objectives, teaching contents, teaching methods and evaluation system should be well-designed and continuously optimized through the achievement evaluation of the course. Finally, the objectives of talent cultivation are realized [5]. There is no limit to the teaching time and classroom in online and offline blended teaching. Students can get multiform information through the network platform at any time [7]. Based on the OBE theory, the blended teaching mode of the "Marketing" course is reconstructed. It is separated into three phases: defining learning outcome, achieving learning outcome, and evaluating learning outcome. In the first phase, the graduation outcome should be first defined. Based on the graduation outcome, the professional talent cultivation objective and the course objective are defined. According to the objectives, the teaching contents and the teaching process are well designed to achieve the learning outcomes. The project-oriented teaching method and case teaching method are also applied in the teaching process. The evaluation system, which includes process evaluation, full participation and comprehensive evaluation, can help teachers to evaluate students' learning outcomes effectively. Teachers can also optimize the course objective according to the feedback of the evaluation results. The blended teaching mode of the "Marketing" course can be founded in Fig. 1.

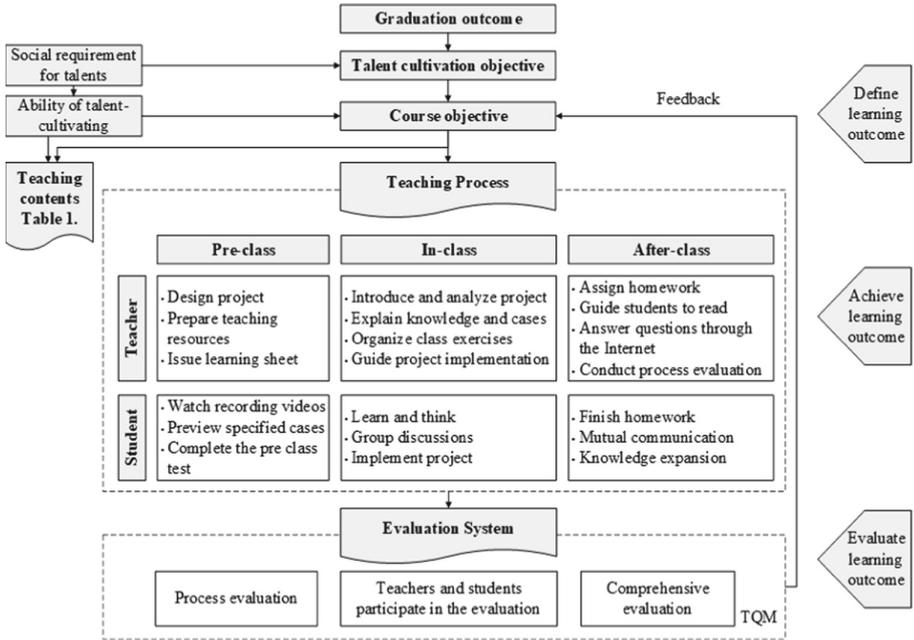


Fig. 1. Blended teaching mode of the “Marketing” course based on OBE

3 Implementation of Blended Teaching Mode

3.1 Course Objective

OBE emphasizes that learning outcomes should be clearly expressed and evaluated directly or indirectly. Learning outcomes should also take into account the interests of employers, schools, students and parents. Combined with the position of applied talents training and the needs of employers, and taking into account the demands of students and parents, the objective of the “Marketing” course is determined as follows. Through teachers’ condensed explanation, completion of tasks before and after class, case discussion, group cooperative learning, achievement display and other learning methods, students can master the basic theory and knowledge of marketing. Students can also master the ability of market environment analysis, consumer analysis, market research, STP strategy generating, and 4P marketing strategy making. Students’ innovation ability, analysis ability, expression ability, practical ability, teamwork, and interpersonal communication skills are cultivated. The competency standard of the “Marketing” course can be founded in Fig. 2.

3.2 Teaching Contents

Based on the competency standard of the “Marketing” course, the teaching contents are designed. Taking the actual working process of enterprises’ marketing activities as the mainline, the teaching contents and the learning tasks are determined. The teaching contents are shown in Table 1.

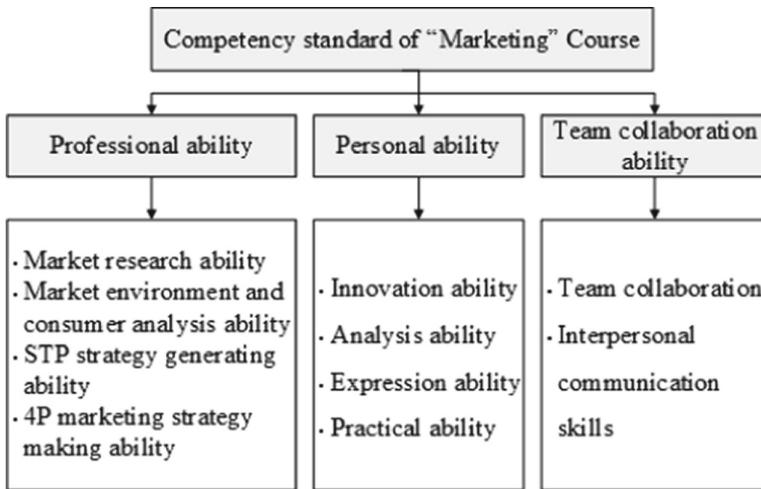


Fig. 2. Competency standard of the “Marketing” course

Table 1. The teaching contents of the “Marketing” course

Professional ability	Teaching contents
Market research ability	<ul style="list-style-type: none"> • Design of questionnaire • Sorting and analysis of survey data • Writing of investigation report
Market environment and consumer analysis ability	<ul style="list-style-type: none"> • Analysis of marketing environment • Analysis of consumers’ purchase behaviour • Analysis of purchase behaviour of organizational market
STP strategy generating ability	<ul style="list-style-type: none"> • Segmentation • Targeting • Positioning
4P marketing strategy making ability	<ul style="list-style-type: none"> • Product strategy • Price strategy • Promotion strategy • Place strategy

3.3 Teaching Implementation

The online and offline blended teaching mode is adopted in the “Marketing” course. The online course has been built through the “Chaoxing” platform, which involves abundant resources for students to study before and after class, such as videos, courseware and cases. Students can get more teaching information from it. Better teaching results are easy to achieve. As shown in Fig. 1, the teaching process is well organized before, during and after class.

Before class, teachers design projects and tasks according to the teaching contents and related cases of enterprises. Teachers also prepare teaching information, upload them to the “Chaoxing” platform, issue learning sheets, and inform students. According to the learning sheets, students watch recording videos, preview specified cases, and complete the pre-class tests. During class, teachers analyze the projects, explain knowledge and cases, organize class exercises, and guide students to do the projects. Students listen carefully and think positively to learn knowledge and analytical skills. Then they have group discussions and implement their projects. The students find the information related to the projects, creatively design the implementation plan, and do the projects. Teachers give heuristic guidance during the students’ discussion. Through the process of project implementation, students can think freely and discuss fully. Their creativity is also stimulated. After class, teachers assign homework and guide students to read the expanded knowledge. Students finish homework, communicate with partners or teachers, and read expanded information. According to the student’s performance, teachers conduct process evaluations and give feedback to students so that students can realize the shortcomings and improve continuously.

3.4 Evaluation Measures

The concept of Total Quality Management (TQM) is applied to the teaching evaluations of the “Marketing” course. It is mainly applied from three aspects: process evaluation, full participation and comprehensive evaluation. Process evaluation means that the evaluations are carried out in stages according to the teaching contents and abilities required. Students’ phased outcomes are evaluated. Combined with the blended teaching mode, the performance of students in the whole process of online and offline learning is evaluated. Full participation means that teachers and students are all participating in the evaluations. Students conduct self-evaluations and mutual evaluations on the project plan and scheme implementation. Teachers conduct summary evaluations. Comprehensive evaluation means that the evaluations are made on students’ knowledge masteries, as well as abilities and qualities.

The evaluation system of the “Marketing” course is shown in Table 2. The online part evaluates students’ preview task completion, pre-class test, online discussion, after-class homework, and unit test. The offline part evaluates students’ attendance, quizzes in class, group project task completion, and final comprehensive project. Students’ innovation ability, analysis ability, comprehensive expression ability, and team cooperation are evaluated in an all-around way. We try to realize the all-around evaluation of “knowledge-ability-quality” during the whole online and offline process. Students can find the evaluation results through the “Chaoxing” platform. Students can know the gap between their outcomes and predetermined goals. And then, Students carry out personalized learning plans under teachers’ guidance. Teachers compare and analyze the evaluation results with the course objectives, constantly adjust the teaching contents and methods, improve the evaluation system, and make cyclic improvements.

Table 2. The evaluation system of the “Marketing” course

Classification	Evaluation indicator		Proportion of indicators	Subtotal of proportion
Online	Preview task		5%	40%
	Pre-class test		5%	
	Online discussion		5%	
	After-class homework		10%	
	Unit test		15%	
Offline	Attendance		10%	60%
	Quiz in class		10%	
	Group project task	Creativity of scheme	5%	
		Analysis process	5%	
		Project achievement display	5%	
		Teamwork	5%	
	Final comprehensive project		20%	

4 Conclusions

Based on the concept of OBE, this article reconstructs the “online + offline” blended teaching mode of the “Marketing” course. The superiorities of online and offline teaching are applied. The improvement of students’ learning effectiveness is actively promoted. Guided by the outcome, students can clarify the objectives of online and offline learning, enhance the motivation of autonomous learning, reduce students’ dependence on teachers, and achieve the teaching objectives under the OBE concept.

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