

## Research on Online and Offline Integrated Learning for Marketing Course

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**Keywords:** Online and Offline Integration; Marketing; Effective Learning; Informatization of Education

**Abstract:** The learning model in the context of online and offline integration is a beneficial development and extension of offline learning. The characteristics of online and offline integrated learning in terms of physical time and space, cognitive resources and social support extend the timeliness of classroom learning to a certain extent, and realize the effective improvement of the quality of marketing learning by information technology. The online and offline integrated learning model can maximize the personalization and depth of learning, but it still needs to stimulate the autonomy, self-discipline and spontaneity of marketing learners, and requires appropriate supervision and guidance from teachers. Promoting the online and offline integrated learning model is a complex and comprehensive marketing course practice innovation.

### 1. Introduction

Modern information technology has an increasingly profound impact on the learning quality of college students. Previous studies have shown that contemporary college students prefer a new learning environment constructed by informatization, and online and offline inquiry-based interactive learning situations have a positive impact on college students' learning. With the improvement of online and offline teaching platforms, it is possible to promote the online and offline integrated learning of college students' marketing courses [1]. The ideal online and offline integrated learning should provide flexible learning forms on the basis of ensuring interpersonal and emotional interaction in the classroom learning field, and effectively present learning content that meets individual needs [2]. In order to fundamentally improve the learning effect of marketing courses, we should pay attention to the coordinated development of advanced information technology and scientific teaching concepts, meet the general needs and personality development of students, guide students to realize the leap of deep thinking from perceptual to self-conscious, and carry out corresponding practical exploration.

### 2. Analysis of the Connotation of Online and Offline Integrated Learning

Effective learning is an important guarantee for the quality of talent training in higher education. How to realize the deep integration of information technology and learning needs to break the barriers and obstacles between a single offline learning and online learning on the basis of analyzing the effectiveness of offline and online learning, so as to promote the mutual promotion and organic integration of these two forms of learning, and realize the quality and efficiency improvement of marketing course learning.

Online and offline integrated learning originated from the diversified development of teaching forms during the new crown epidemic, and online and offline teaching quickly experienced the development stage of mutual isolation, coexistence and integration. In the process of promoting the innovation and transformation of learning mode through educational informatization, educators need to follow the laws of learning and human development, explore the learner-centered online and offline integrated learning mode, realize the symbiosis of virtual and real learning, learn from

each other's strengths, interdependence, and multiple integrations of online and offline learning, and strive to give full play to the advantages of online and offline learning to promote the all-round development of students[3].

From the perspective of social psychological mechanism, online and offline integrated learning optimizes the presentation of learning content, enriches learners' learning experience, realizes effective interaction, and promotes the independent construction of knowledge, skills, emotions and values. Blended learning is a type of open communicative learning. In a single learning context, both the improvement of learning content and the stimulation of innovative spirit are restricted by objective material conditions and human factors. The online and offline integrated learning improves the involvement of learners, the learning evaluation method and the subjective construction of the learning environment, so as to achieve harmonious and fluent interpersonal relationships and deep interaction, and produce the benefits of multiple interactions and collaborative progress.

### **3. Analysis of the Effectiveness of Online and Offline Integrated Learning in Marketing Course**

The online and offline integrated learning model has many advantages, such as the leap in time and space, the flexibility and diversity of the content and types of exercises, and the independent adaptability in the selection of learning methods and goals, but there are also many dilemmas that need to be solved urgently, such as limited teachers' energy, insufficient learning supervision and personalized guidance [4]. With the urgent need for the integration of online and offline learning, it is necessary to further promote the effectiveness of marketing classroom learning, which is more conducive to the realization of efficient and personalized learning by learning subjects.

#### **3.1. Online and Offline Integrated Learning Guidance Realizes the Learning Effect of the Course and Consolidates it in a Timely Manner**

Mobile knowledge learning expands the traditional classroom learning elements in terms of content, form and feedback, and makes marketing learning convenient, flexible, and loose and modular knowledge presentation. Integrating online and offline learning can maximize personalized learning and implement an interest-oriented learning model. Blended learning models are not independent of classroom teaching systems. Online and offline integrated learning is not the same as pure free and capricious learning, which requires the supervision and guidance of teachers and in-depth participation, but fundamentally needs autonomous, self-disciplined and spontaneous learning, balancing the relationship between mobile phone use and other media applications, and avoiding mobile phone addiction and shallow learning. In the online and offline integrated marketing learning situation, the online instructor can use mobile communication devices to establish a mobile learning platform in various forms such as e-books, mobile web pages and MMS, including professional dynamic browsing, course on-demand, professional website links and other modules, and each chapter has text, audio and video knowledge point navigation. Through the learning resources of the online platform, learners can customize the learning content and learning steps, and actively learn around a knowledge block at different times and places.

#### **3.2. Online and Offline Integrated Learning Realizes the Personalized Experience of Course Learning**

Online and offline integrated marketing learning realizes the effective connection between mobile learning knowledge and classroom learning, realizes the deepening path of shallow learning to deep thinking, and realizes the transformation of knowledge into ability. Contextual learning refers to a learning model in which learners learn knowledge in the specific context of applying knowledge, the setting of the learning situation has a similar problem situation to the actual situation, and the learning goal is to solve the real problems encountered in practice, and train students to develop from a novice to an expert in solving problems effectively. Under the limitation of time and space, teachers can only simplify and simulate the general conditions of real-world

problems, and the problem solving has the characteristics of miniature and concise, so as to promote learners' understanding and application of knowledge. With the development of network software and media technology, the situation setting of online and offline integrated learning in marketing is more vivid and more capable of human-computer interaction. In online and offline integrated learning, marketing learners have rich resource situations, can flexibly interact with the environment outside the individual, keep abreast of new information and social development, adjust their knowledge structure in a timely manner, expand their individual cognitive potential in real situations, achieve a qualitative leap in thinking activities, and promote individuals to use in-depth and connected innovative thinking to find and solve problems.

### **3.3. Online and Offline Integrated Interactive Learning Realizes the Cooperation and Expansion of Course Learning**

The online and offline integrated marketing learning mode sets up an interactive area for teachers and students to expand the interactive breadth and depth of cooperative learning in marketing. Although cooperative learning is highly regarded, its effect needs to be further expanded due to the influence of the classroom environment, teacher-student, student-student and other interactive conditions. Ideal cooperative learning can improve students' academic performance, self-esteem, self-confidence, stimulate learning motivation, form a positive attitude towards course learning, form a higher level of reasoning strategies, more proficient cooperation skills and the ability to examine situations from the perspective of others, improve critical reasoning ability, conflict resolution skills, and improve group relations between cooperative groups. Online and offline integrated learning provides a fast and convenient network interaction platform, giving full play to the characteristics of mobile terminals, such as mobile portability, resource richness and teaching assistance, promoting the further expansion of the communication level between teachers and students, and forming multi-party interactive cooperative learning [5]. In the context of online and offline integrated learning, the use of intelligent mobile learning terminals enables problem explorers in different time and space to carry out various forms of synchronous or asynchronous interaction, forming a cooperative marketing learning network, in the virtual community or forum, through discussion, conversation for knowledge exchange, sharing and evaluation, in the process of solving problems to achieve multi-party interaction, the formation of relevant practical knowledge and experience, marketing teachers can use intelligent cloud learning terminals to carry out multimedia teaching and tutoring for students; Students use intelligent learning terminals to conduct marketing learning discussions in the teacher-student interaction area and virtual learning forum, which can realize multi-party interaction between students.

## **4. Practical Exploration of Online and Offline Integrated Learning in Marketing**

Theoretically, the integration of online and offline learning can improve the quality of students' learning and meet the goal of improving the quality and efficiency of higher education, but in the face of real and complex learning practices, how to play the complementary function of online and offline learning space, how to play the function of online and offline content deepening, and how to play the function of online and offline learning feedback and evaluation, this series of challenges need teachers to face bravely.

In the pre-class preparation stage, the course team focuses on studying the weekly course teaching plan, discussing and analyzing the key points and difficulties of unit knowledge, enriching and integrating online and offline learning resources (micro-videos, courseware and related audio materials, etc.), selecting appropriate teaching methods and strategies, and formulating learning evaluation methods and supervision strategies. The course group carries out knowledge modular integration and focuses on the teaching of core knowledge points. Each teacher can appropriately select the core teaching knowledge points, and guide the students to learn in depth in the form of question chains, clarify the goal and direction of learning through the question chain, and give full play to the skeleton role of learning content. According to the modular design of marketing teaching content, a full resource package is provided, and learning modules such as course information

materials (course syllabus, assessment methods), teaching videos, courseware, and learning task lists (assignments and tests) are formed. On the basis of the course syllabus, each teacher can make appropriate adjustments to the teaching content and methods based on the learning situation and professional characteristics, the use of curriculum resources, and individual teaching styles. In view of the major and difficult points of unit learning, the module is decomposed in the design of teaching content, focusing on the key points of teaching and preparing for tutoring and answering questions [6]. In order to improve the learning quality of the dual-line classroom, the course team completed the construction of marketing courses with the help of the Xuetong platform, set up chapter micro-video task points, and sent a notice in advance to remind students to preview. In order to enhance classroom interaction and classroom quality monitoring, teachers should carefully prepare classroom links such as theme discussion and knowledge point assessment in class, and randomly check and answer questions.

In the teaching implementation stage, in order to continue to give full play to the pertinence of offline classroom teaching and improve the effectiveness of online teaching of marketing, new teaching content is introduced through the content of task points, and the teaching of core knowledge points is less and more precise, and the feedback of students' learning is paid attention to, and the theme discussion is interspersed in the teaching process or timely feedback is used to use live barrage and group chat, so as to mobilize students' active participation; Random spot checks and assessments, and timely summary and guidance based on word clouds and student completion. Reasonably adjust the ratio of teaching and learning time, focusing on students' self-directed learning under guidance. In the course learning process, we should focus on controlling the pace and pace of learning, appropriately reducing the duration of each lesson, and focusing on guiding and supervising students' independent learning. With the powerful function of the network cloud, timely and accurate monitoring of student learning data is conducive to teachers to make scientific and reasonable teaching adjustments, effectively carry out online and offline integrated teaching, and improve the quality of students' marketing learning.

In the after-class promotion stage, the follow-up learning content is carefully selected, appropriately processed, and effectively presented, so as to maximize the effectiveness of service self-learning. For some key and common knowledge analysis, teachers should directly select the corresponding clips of the famous teacher's recorded and broadcast lessons. Using big data technology, collect and analyze students' online learning data in a targeted manner to understand the learning content that students are generally concerned about, as well as the degree of understanding and application of corresponding knowledge points. For common learning problems, teachers can give key explanations and clarify doubts in the implementation of classroom teaching. For the unique questions and individual needs of the students in the class, teachers should try to make teaching videos and audios with special functions and specific directions, supplemented by language and text answers.

## **5. Conclusion**

Online and offline integrated learning can take advantage of interactive technology and make use of rich and changing media resources to provide learners with a personalized learning interface. In the process of online and offline integrated learning, teachers should give certain supervision and guidance to promote students' independent and in-depth learning from basic learning to deep learning. Through clues such as learning duration and quality, teachers can prevent the occurrence of shallow learning in time, so as to realize the active and conscious learning of marketing learners outside the classroom learning time and space. Learners can preview or check the classroom learning content, flexibly formulate and adjust the learning process and method of marketing, and can continue to find relevant knowledge, skills and emotional support and help in the marketing classroom learning.

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