

# Teaching mode and implementation of university marketing based on flipped classroom mode

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**Abstract:** flipped classroom is a new teaching mode developed under the background of information teaching, which has brought new ideas to the teaching work in colleges and universities, strengthened the dominant position of students in the learning process, and laid a solid foundation for the comprehensive development of students. Taking the marketing course in Colleges and universities as an example, this paper analyzes the application of flipped classroom teaching mode in the teaching of marketing course, hoping to make up for the problems existing in the traditional teaching process, so as to fully mobilize students' subjective initiative at different stages, stimulate their interest in learning, and improve students' ability to solve practical marketing problems.

**Key words:** flipped classroom; Marketing; Teaching strategies

The introduction of flipped classroom into the teaching of marketing course is an effective idea, which can break through the limitations of the classroom, extend the learning platform beyond the classroom, inspire students to think actively, let them skillfully use information technology to obtain more knowledge, and improve students' ability to analyze and solve problems. This paper analyzes the strategy of applying flipped classroom in an undergraduate marketing course, and specifically expounds the implementation points of each teaching stage, hoping to provide some references for teachers who teach the marketing course.

## 1 The concept of flipped classroom and its advantages and disadvantages

### 1. Basic links of flipped classroom

Flipped classroom overturns the traditional teaching mode which is "learning before teaching". On the contrary, the traditional teaching mode is "teaching before learning" - teachers first impart knowledge in the classroom, and then internalize knowledge through students' practice. Specifically, flipped classroom includes three basic links: problem guidance before class, problem solving in class, and problem extension after class. Before class, students watch the designated teaching micro video, answer the thinking questions assigned by the

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teacher, and feedback their questions to the teacher in time, which is helpful for the teacher to collect questions in advance and prepare for guidance; In class, teachers inspire students to solve key and difficult problems in interaction and communication, and test students' learning effect through classroom practice; After class, students complete the extended task, that is, to further explore the problem and realize the consolidation and improvement of knowledge.

#### 2. Advantages and limitations of flipped classroom

Each mode has its advantages and disadvantages, so does the flipped classroom. Its main advantages are as follows: first, flipped classroom increases the learning frequency of students' knowledge points. Each knowledge point is learned at least three times through pre-school problem guidance, after-school problem solving, and after-school problem extension. This gradual knowledge building behavior can greatly reduce the difficulty of students' knowledge internalization, In the process of deepening students' understanding and gradually enriching their experience, new knowledge and original knowledge will collide many times, which will promote the formation of students' knowledge system. Second, flipped classroom can change the teaching process, shorten the teaching time of teachers, and give students more thinking space. Third, starting from asking questions, it guides students to think independently, cooperate and communicate, integrate cognition, explore, and mobilize comprehensive elements such as thinking and emotion, which provides a method for students to analyze and solve problems in specific situations, and also cultivates students' ability to think independently.

Of course, flipped classroom also has its limitations. First of all, online education has high requirements for teaching facilities. Without the support of perfect information technology, relevant educational activities are difficult to carry out. Secondly, the requirements for learning attitude and ability are also very high. In the process of learning, if students' learning attitude is not positive, it can not guarantee that they can effectively complete various learning tasks after class; In the flipped classroom mode, if students' learning ability is not strong, a large number of problems will occur in the learning process, as well as in the classroom cooperation and communication.

## 2 Characteristics of marketing course and common problems in Teaching

Facing the complex market environment, business strategies are also constantly changing, and marketing work is more timely, practical and dynamic. Marketing course teachers should also highlight the practicality and dynamics in teaching, integrate theory with practice, guide students to adjust marketing ideas according to changes in the market environment at any time, and put forward innovative marketing strategy combinations. Because the theory of marketing course is rich in content and part of the theoretical knowledge is relatively simple, if it is introduced in detail in class, it will spend a lot of time and occupy students' practice time, which is not conducive to students' development of innovative marketing ideas. The flipped classroom teaching mode, which puts the students' autonomous internalization knowledge before the classroom explanation, allows the students to independently learn knowledge through video courses and other learning materials after class, and specifically strengthens the key knowledge in class. The flipped classroom is introduced into the teaching of marketing courses, which can effectively improve the teaching efficiency of marketing courses. In addition, marketing courses are often assisted by cases. Students should understand the detailed background of the case and collect relevant information.

## 3 Design of “flipped classroom” teaching mode of Marketing Course

#### 1. Self-study before class and students' self-internalization of knowledge

Before class, teachers upload teaching videos and learning task lists to introduce the main knowledge of this course. After class, students log in to the learning platform to watch the video course and complete the task according to the learning task list, and then complete the online test questions assigned by the teacher in advance to test the effect of autonomous preview. The online platform can automatically determine the correct rate of students' test questions, and immediately feedback the results to students. Students can find problems in the process of self-study, avoiding the phenomenon of no focus, no organization and perfunctory preview. Video courses and autonomous learning task lists can effectively stimulate students' thirst for knowledge and significantly improve the effect of preview. At the same time, teachers can log in to the platform and view students' online test data and video course viewing duration in the background, so as to understand the situation of students' autonomous preview after class and carry out key explanations and answers in class.

#### 2. Teachers explain in class and study in groups

##### (1) group exchange and discussion

In class, let the students form a learning group to discuss the problems that they did not understand in the pre class self-preview session, and digest and solve the problems within the group. After that, the teacher will make statistics of the students' discussions, and explain the unresolved problems in the group discussion again, so as to explain the content of this course thoroughly. Each group can send a representative to make a speech to show the PPT of the group and the knowledge and relevant experience learned before the class, and can also put forward their own doubts. Then the teacher conducts diversified evaluation on the PPT display, evaluating the effect of pre class autonomous learning, the advantages and disadvantages of group reporting, and other aspects. The teacher organizes students to summarize the difficult problems of the course, and emphasizes and supplements important knowledge points.

##### (2) marketing scenario simulation

First of all, teachers help students recall knowledge points and review the theoretical knowledge of the course through video courses or test questions. After that, set relevant marketing situations around the knowledge of this lesson, put forward questions in the situations, and let students solve specific marketing problems, so as to strengthen students' understanding and application of theoretical knowledge, and let students master solid marketing practice ability.

For example, according to the “market positioning” module knowledge, according to the teaching task of the module: select a representative comprehensive shopping mall, understand the level and category of goods in the mall, and analyze the positioning differences of goods in price. For the content of “sales channel”, the task can be set as “investigating the current situation, existing problems and innovative countermeasures of the marketing channel of an advertising company”; For the content of “promotion strategy”, the task can be set as “draft for a food company” ×× “Brand mineral water promotion plan”, etc. In the study group, students explore the situation and problems, and use the relevant knowledge points of market positioning learned in this course to provide marketing countermeasures for enterprises in the situation. After that, each group will share their marketing strategies and plans and ideas with each other to effectively broaden students’ thinking and spark wisdom. By organizing the teaching work through the above process, on the one hand, it can speed up the internalization of students’ knowledge, on the other hand, it can cultivate students’ interest in learning, and make pedagogy form a virtuous circle.

### (3) problem oriented learning

In order to cultivate students’ ability of autonomous learning, the teacher puts forward specific problems, and requests students to flexibly use the relevant knowledge of this lesson, carry out brainstorming in the way of mutual learning, and come up with more reasonable solutions. Through the form of group cooperation, we strive to achieve everyone’s participation and improve students’ communication ability. During this period, the teacher, as a guide, patrols, listens and monitors the whole classroom, understands and finds out the difficulties in students’ learning process, and gives guidance at an appropriate time.

### 3. After class expansion and consolidation

After class, teachers make summative video courses and learning task lists, upload them to the online learning platform, and let students learn independently after class. Students can share their learning insights, gains and experiences through the online learning platform. Teachers will sort out the excellent results of each task and upload them to the learning platform, so that students can communicate and learn from each other. Teachers can also participate in the exchange and discussion of students, answer questions online, investigate students’ learning feelings and leftover problems in the flipped classroom mode, and provide targeted guidance for students.

In order to better consolidate and deepen students’ understanding of marketing knowledge and improve marketing skills. Through the application of the knowledge learned, students can achieve “learning by doing”, “learning by practicing” and “learning by using” in practical operation. The course content can also be combined with the entrepreneurship plan to enable students to make full use of marketing knowledge, analyze the market environment, formulate STP strategies (such as market segmentation, target market, market positioning), select appropriate products, prices, promotion schemes and marketing channels, improve students’ innovation ability and broaden students’ professional vision.

## 4 Important issues in flipped classroom teaching

### 1. Question guidance, let students clear direction

Because flipped classroom requires students’ autonomous learning, how to ensure the quality of students’ autonomous learning is an important issue for teachers to explore. When designing video courses, teachers can put forward some targeted questions, let students watch video courses with questions, and take solving problems as the goal, which can help students effectively solve curriculum problems. For example, in the course of demographic factors in the macro environment, teachers can ask the question: “what market opportunities have the trend of population aging in developed countries brought to enterprises?” Students watch the video course and answer this question. In this way, students are more purposeful when watching video courses, and their autonomous learning efficiency is higher, which can lay a solid foundation for classroom group discussion.

In group discussion, teachers should also guide students to carry out meaningful discussion activities, effectively inspire students’ thinking and improve their participation in group discussion. The group discussion activity is different from the indoctrination teaching mode. It provides students with the space of free play and free imagination, which is more meaningful for the development of students. In the student discussion session, teachers can set up a certain incentive mechanism to stimulate students’ enthusiasm to participate in class discussion, for example, take the performance of group discussion as part of the final examination, or give some rewards to students who perform well in the group discussion session.

### 2. Free discussion to improve students' sense of participation

Because of the long-term indoctrination teaching mode, many students have problems of maladjustment in the flipped classroom. In the discussion link in class, the activity is not high, and the performance is extremely dull, leading to the teaching efficiency is not high. How to improve students’ participation in classroom learning has become an important issue for teachers to consider. In this regard, teachers should improve the interest of classroom discussion topics and stimulate students’ enthusiasm to participate in the discussion. At the same time, teachers should create a free discussion atmosphere for students, let students actively participate in the classroom discussion, and cultivate students’ habit of self-confident expression and dare to express themselves. The teaching of marketing course itself is relatively flexible, and the activities in class are very diverse. For example, when learning “cultural factors in the macro environment”, teachers can set up scene practice simulation. Students are required to act as professional marketers and use the knowledge and skills they have learned to conduct business negotiations with enterprise managers from different cultural backgrounds, such as China, the United States, the United Kingdom and Japan. Rich and interesting classroom activities can effectively mobilize students’ learning enthusiasm, let students actively participate in classroom discussion, and make knowledge generated in experience, developed in thinking, and added in communication.

### 3. Reflection and improvement, strengthen after-school reflection

After class consolidation can significantly improve the quality of classroom teaching, and flipped classroom provides support for after-class consolidation. In the flipped classroom mode, teachers can involve some skill development tasks, allowing students to independently access information after class and complete tasks in groups. For example, after learning “marketing research”, students have basically understood the research methods and mastered the characteristics and applicability of different research methods. Therefore, teachers can design the after-school task as asking students to carry out a marketing research activity based on their own ability. Through independent investigation, students can find their own problems and improvement strategies, and further internalize and sublimate knowledge and skills in reflection and summary. In addition, teachers can also use market training software to compete. For example, students can make a comprehensive analysis of the marketing environment according to the knowledge learned in this course, so as to make the right decision. Of course, the so-called independence means that students will not rely too much on teachers, but teachers should also encourage students to communicate and cooperate, so as to make their learning and learning more meaningful. Most importantly, the result of the whole process is “students have learned the course of marketing” instead of the course of marketing being well explained.

## 5 Conclusion

The practice of flipped classroom teaching mode in colleges and universities shows that after the introduction of flipped classroom, students’ active learning ability is strengthened, and the rate of achieving excellent and good grades is greatly improved. Through the final survey of students, it is found that students’ satisfaction with the classroom is significantly improved. Therefore, this model has high popularization value. At present, the theoretical research and practical exploration of “flipped classroom” in secondary vocational education in China is still in its infancy. In the future teaching practice, we should continue to summarize experience, continuously track and evaluate the teaching effect, and carry out further research.

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