

Original Article

ADVANCING MARKETING INSTRUCTION: INTEGRATING CONTEMPORARY EDUCATIONAL TECHNIQUES

Christopher Allen Wright

University of Innovation, 387380,
Singapore

Abstract: in the context of modern business education, traditional marketing instruction is undergoing a transformation to align with the dynamic business landscape and technological advancements. Traditional classroom teaching methods are no longer adequate to meet the diverse learning needs of students. Thus, educational reform is essential. Blended learning, an innovative approach that combines traditional face-to-face instruction with online learning, holds immense promise in enhancing students' learning outcomes and preparing them for careers in marketing. This article delves into the definition, distinguishing features, and merits of blended learning, offering insights into its application in marketing courses. Moreover, it scrutinizes the pivotal elements and potential challenges associated with the implementation of blended learning, paving the way for a more effective and comprehensive marketing education.

Education is a vehicle through which a nation brings about her development. When effective and qualitative education is provided for the citizens, industrial development and vibrant economy is assured. When citizens are not educated the reverse is the case. In Nigeria, there are over 13million out- of –school children and adult illiteracy rate is on the increasing. This study therefore examines the implications of high rate of uneducated adults on industrial development in Nigeria. It also presents adult literacy programmes that can be re-branded to enhance industrial growth and development of the country. In conclusion the need to promote adult literacy and non-formal programmes as a means of improving industrialization were recommended

Keywords: Re-branding, Adult Literacy, Non-formal Education Precursor.

Keywords: Blended learning, marketing education, teaching reform, online learning, learning outcomes.

1. Introduction

In the context of new business education, marketing, as an important component of business education, needs to adapt to the rapidly changing business environment and technological development needs ^[1]. Traditional classroom teaching methods are no longer able to meet students' learning needs, therefore, teaching reform is imperative. Blended learning, as a teaching model that integrates traditional face-to-face teaching and online learning, has great potential to improve students' learning outcomes and cultivate marketing professionals. This article will start from the definition, characteristics, and advantages of blended teaching, explore how to apply blended teaching mode in marketing courses, and analyze the key factors and challenges of implementing blended teaching ^[2].

2. The definition and characteristics of blended learning

2.1 The concept of blended learning

Blended teaching is a teaching mode that integrates traditional face-to-face teaching and online learning. It utilizes information technology and online platforms to combine traditional classroom teaching with online learning, providing students with a flexible learning experience ^[3]. The concept of blended learning reflects the demand in the field of education for adapting to changes in the times and diversifying learning methods. Traditional face-to-face teaching usually involves teachers imparting knowledge, students listening, and classroom interaction, while

Original Article

online learning utilizes network platforms and multimedia technologies for learning. Students can access learning resources and complete assignments anytime and anywhere through computers or mobile devices.

Blended learning combines the advantages of traditional teaching and online learning, allowing students to interact in real-time with teachers and classmates in the classroom, while also utilizing online learning platforms for autonomous learning and review^[4]. Teachers can provide more learning resources and tutoring materials through online platforms, and students can choose their learning methods based on their own learning progress and style. This teaching mode can stimulate students' interest in learning and improve learning outcomes. In short, blended learning is a teaching mode that integrates traditional face-to-face teaching and online learning. It has characteristics such as teaching flexibility, personalized learning, diverse learning resources, interactive and cooperative learning, and a combination of practice and application^[5]. Through blended learning, students can improve their learning outcomes and cultivate their comprehensive qualities, adapting to the increasingly diverse and rapidly changing educational needs.

2.2 The advantages of blended learning

Blended learning is an educational model that combines traditional face-to-face teaching with online learning. It utilizes technical tools and online resources to enable teachers to better personalize teaching, improve student engagement and learning outcomes. The following are the advantages of blended learning^[6]. Traditional face-to-face courses typically require students to attend classes at specific times and locations, which may be inconvenient for some students. Blended teaching allows students to independently learn online courses according to their own schedule, reducing time and space constraints. In traditional face-to-face teaching, students usually passively receive knowledge, while blended learning introduces tools such as online discussions and Q&A platforms, allowing students to participate more actively in discussions and exchanges, deepening their understanding and application of knowledge.

Each student's learning progress and learning style are different, and traditional face-to-face teaching is often difficult to meet the needs of each student. Blended learning can be achieved through online courses, allowing students to learn according to their own learning progress and interests, adjust teaching content and pace, and better meet students' personalized needs^[7].

In addition, blended learning can provide more learning resources and support. In traditional face-to-face teaching, students usually can only rely on textbooks and teacher explanations to learn. By introducing online learning platforms and resource libraries, blended learning provides students with richer learning resources and support, including videos, audio, books, papers, etc., helping them to have a more comprehensive understanding and mastery of knowledge. Overall, blended learning has become an important development direction in the field of modern education due to its advantages of flexibility, participation, personalization, and abundant resources. It can not only improve students' learning outcomes, but also stimulate their interest and motivation in learning, cultivate their self-directed learning ability and collaborative spirit, and prepare them better for future challenges.

3. Blended teaching design in marketing courses

3.1 Determination of teaching objectives

In recent years, with the rapid development and application of information technology, blended learning has received widespread attention and application in higher education. Blended teaching is a teaching mode that combines traditional face-to-face teaching with online learning. In marketing courses, determining teaching objectives is one of the important steps in designing blended learning^[8]. Determining teaching objectives can help teachers clarify the effectiveness of the course and the level of ability that students need to achieve. In marketing courses, teaching objectives may include cultivating students' basic understanding of marketing theory and practice, improving their market analysis and marketing planning abilities, and cultivating their marketing decision-making abilities^[9]. By clarifying teaching objectives, teachers can better organize and arrange teaching

Original Article

content and activities, thereby effectively achieving teaching objectives. In blended learning, teachers can choose suitable online learning resources and activities based on teaching objectives, such as online courses, teaching videos, discussion forums, etc., to promote students' autonomous and cooperative learning. At the same time, teachers can also combine traditional face-to-face teaching to help students understand and apply the knowledge learned through explanations and case studies. By selecting appropriate teaching methods, teachers can better stimulate students' interest and enthusiasm in learning, and improve their learning outcomes.

In blended learning, teachers can regularly evaluate students' mastery of teaching content and improvement of their abilities through online tests, assignments, and projects. Through quantitative and qualitative evaluation methods, teachers can timely understand students' learning status and adjust teaching strategies to improve teaching effectiveness^[10]. By determining teaching objectives, teachers can clarify the effectiveness of the course and the level of ability that students need to achieve, guide course design and the selection of teaching methods, and evaluate students' learning outcomes and teaching effectiveness. Through blended learning, it can better promote students' autonomous and cooperative learning, and improve their learning outcomes.

3.2 Organization and presentation of teaching content

Hybrid instructional design refers to a teaching method that combines traditional face-to-face teaching with online learning. In marketing courses, blended instructional design can effectively help students better understand and apply the knowledge they have learned. Online learning platforms can provide a large number of teaching resources and learning materials, such as course materials, case studies, video lectures, etc. Students can independently choose and learn these contents based on their own learning progress and interests, thereby improving learning efficiency and quality. At the same time, students can also interact and exchange with teachers and other classmates through online forums and discussion groups, share learning experiences and perspectives, and expand their horizons and ways of thinking. Teachers can guide students to apply the marketing theories they have learned to practical situations through classroom explanations, case studies, group discussions, and other methods, and conduct practical operations and exercises. Through practical activities, students can better understand and master marketing strategies and skills, and cultivate their abilities in market analysis and decision-making.

Blended instructional design can also provide more learning opportunities and activities. For example, online quizzes, assignments, and projects can help students consolidate and validate their knowledge; Offline field visits and practical activities can allow students to experience marketing practices firsthand; The combination of online and offline discussions and seminars can promote students' thinking collision and innovative thinking. Through the collaborative effect of online learning platforms and face-to-face classrooms, students can independently choose learning content and time, improving learning flexibility and autonomy. At the same time, students can also adjust and optimize their learning strategies and methods in a timely manner through the feedback mechanism of online learning platforms and face-to-face teaching, to improve learning effectiveness and ability.

3.3 Selection and development of learning resources

Nowadays, in the digital era, the selection and development of learning resources has become an important issue that cannot be ignored in the field of education. The blended teaching model can be seen as an effective method for teaching marketing courses, especially at the university level. Marketing is a very important course for business students during their university years. With the increasing competition in the global market and the rapid development of information technology, traditional face-to-face teaching models are becoming increasingly difficult to meet the needs of students. Therefore, the blended teaching model has emerged in marketing courses. Blended teaching refers to a teaching mode that combines traditional face-to-face teaching with online learning. In marketing courses, teachers can use online learning platforms to establish various learning resources, such as course handouts, case studies, video teaching, etc. Students can learn at any time and place according to their

Original Article

interests and needs, and strengthen their understanding and application of knowledge through online discussions and interactions.

In traditional face-to-face teaching, teachers can use classroom time for activities such as case analysis, teamwork, and simulation experiments to help students transform theoretical knowledge into practical abilities. In addition, teachers can also evaluate students' learning outcomes through online quizzes and assignments, in order to promptly identify and solve problems encountered by students during the learning process. Choosing and developing learning resources suitable for marketing courses is also an important task. Teachers can choose and use various teaching resources based on the characteristics of the course and the needs of students, such as classic textbooks, academic papers, case studies, multimedia teaching materials, etc. In addition, teachers can also encourage students to actively participate in platforms such as social media and online forums, interact with industry experts and other students, broaden their horizons, and enhance learning effectiveness.

3.4 *Design and arrangement of learning activities*

Blended teaching refers to a teaching mode that combines traditional face-to-face teaching with online learning. In marketing courses, designing and arranging learning activities is a crucial aspect. Reasonable use of blended learning models can improve students' learning outcomes, cultivate their self-learning and teamwork abilities. The selection and arrangement of online learning resources is an important component of blended learning. Teachers can choose suitable online learning platforms and provide learning resources such as course materials, exercises, and instructional videos. At the same time, teachers can also set up online discussion areas to guide students to exchange ideas and academic discussions here. By selecting and arranging online learning resources, students' learning interest and motivation can be effectively enhanced. Teachers can use group collaborative learning to promote interaction and cooperation among students. In the classroom, students can be divided into several groups, each responsible for researching and discussing a topic, and ultimately presenting their research results to the entire class. In addition, the functions of online learning platforms can be utilized to establish group discussion areas, facilitating communication and cooperation between students. Through group collaborative learning, students can develop their teamwork and problem-solving abilities.

Teachers can design practical learning activities that allow students to apply their knowledge to practical situations. For example, a marketing expert can be invited to explain practical cases to students, and students can analyze and solve problems based on their knowledge. In addition, students can also be organized to visit some enterprises or markets, understand the actual market operation process, and analyze and think based on the knowledge learned. Through practical learning activities, students can enhance their practical skills and problem-solving abilities. Teachers need to evaluate and provide feedback on students' learning situation in a timely manner. They can use the testing function of online learning platforms to regularly test students' knowledge mastery. At the same time, students can be required to submit written reports or group projects to evaluate their understanding and application abilities of the knowledge they have learned. Teachers can provide timely feedback and guidance on the evaluation results of students, helping them improve their learning outcomes.

4. *The significance and impact of blended teaching reform on marketing education*

4.1 *Improve students' learning effectiveness and ability development*

With the rapid development of information technology, blended teaching methods have been increasingly widely applied in higher education. Blended teaching is a teaching mode that combines traditional face-to-face teaching and online learning, improving students' learning effectiveness and ability development through diverse teaching methods. In marketing courses, adopting blended teaching methods can create a better learning environment and opportunities for students. Traditional face-to-face courses are usually limited by time and location, while blended learning allows students to learn according to their own schedule and learning progress. Students can choose to

Original Article

attend classes at the appropriate time and location, no longer limited to fixed classrooms and teaching hours. This flexibility enables students to better grasp the learning content and improve learning outcomes.

The online learning platform provides various interactive tools, such as discussion forums, online Q&A, etc. Students can discuss and answer questions with teachers after class. In addition, teachers can also use online quizzes and assignments to evaluate and provide feedback on students' learning situation. This real-time interaction and communication can help students better understand and master the theoretical knowledge of marketing, and improve their analytical and problem-solving abilities. Online learning platforms usually provide rich learning resources, such as textbooks, case studies, literature materials, etc. Students can independently choose and use these resources according to their own needs, helping them better understand and apply marketing knowledge. In addition, tools such as online search and social media can be used to expand learning horizons and understand the latest developments and research results in the field of marketing. Such learning resources and tools can stimulate students' interest in learning and improve learning outcomes.

4.2 Requirements for cultivating marketing professionals

With the development of the market and the intensification of competition, cultivating a group of high-quality marketing professionals has become particularly important. The blended teaching model is an effective means to meet this demand. Blended teaching is a teaching mode that combines traditional face-to-face teaching with online learning. In this mode, students can engage in self-directed learning through online platforms and participate in face-to-face courses for discussion and practice. The blended teaching model has many requirements for cultivating marketing professionals.

On online platforms, students need to independently and independently complete learning tasks. This requires them to have good self-management skills, be able to develop learning plans and complete tasks on time. At the same time, students also need to have the ability to obtain and integrate information, obtain relevant materials through online platforms, and integrate and reflect on classroom content. Marketing is an area of intense teamwork, and to successfully carry out marketing activities, it is necessary to work closely with team members. In face-to-face courses, students will be divided into small groups for discussion and practice, requiring active interaction and cooperation with team members to solve problems. Through this approach, students can develop the ability to collaborate with others and learn to communicate and collaborate effectively.

Marketing is a highly practical discipline that closely combines theoretical knowledge with practical operations. Traditional face-to-face courses often find it difficult to provide sufficient practical opportunities, while blended learning, through a combination of online learning and practice, can more flexibly organize practical activities. Students can conduct market research, develop marketing strategies, and write marketing plans through online platforms, in order to better master marketing skills. Marketing is a rapidly changing field that requires innovative thinking and ability to stand out in the market. Blended teaching emphasizes the cultivation of students' innovative awareness and ability. By stimulating students' initiative and creativity, it guides them to continuously innovate and explore new ideas and methods in the field of marketing.

5. Conclusion

This article studies the blended teaching reform in marketing courses under the background of new business studies. By analyzing the definition, characteristics, and advantages of blended teaching, a specific design method for applying blended teaching mode in marketing courses is proposed, and the key factors and challenges to be considered in implementing blended teaching are summarized. The blended teaching reform helps to improve students' learning effectiveness and ability development, and meets the needs of cultivating marketing professionals. However, implementing blended learning also faces some challenges, requiring support from teachers in changing roles, cultivating students' self-directed learning, technical support, and teaching quality evaluation. Educational institutions should actively promote blended learning reform to meet the development

Original Article

needs of marketing education in the context of new business studies, and continuously innovate and improve teaching methods to improve teaching quality and effectiveness.

References

- Yao Yao. Research on the Integrated Application of the "Flipped Classroom+SPOC" Hybrid Teaching Model in Bilingual Courses of Marketing [J]. *Industry and Technology Forum*, 2023, 22 (07): 194-195
- Wang Bing, Wang Xueying. Construction and Practice of Applied Hybrid Teaching Ecology for Courses in Economics and Management [J]. *Journal of Chengdu Institute of Technology*, 2023, 26 (02): 43-49
- Cang Yingying, Gong Ping. Research on the Construction of a Hybrid Teaching Evaluation System for the Course of "Marketing" in Universities [J]. *Brand Marketing of Timehonored Brands*, 2023 (04): 170-172
- Shen Tingting, Zhang Zhuo, Zeng Jinglan, et al. The Application of a Hybrid Teaching Model Based on WeChat Platform in the Course of Pharmaceutical Marketing [J]. *Research and Practice of Innovation and Entrepreneurship Theory*, 2022, 5 (18): 125-127
- Liu Hao. Application and Innovation of Hybrid Teaching Mode in Marketing Teaching [J]. *Industry and Technology Forum*, 2022, 21 (18): 176-177
- Yang Hong, He Ju. The Significance, Problems, and Educational Reform Exploration of MOOCs Based Hybrid Teaching Method in Public Elective Courses in Universities: Taking "Marketing" as an Example [J]. *Science and Technology Wind*, 2022 (23): 10-12
- Zhang Lei, Liu Xin, Xie Penghui. Research on the Hybrid Teaching Reform of Marketing in the Context of New Business [J]. *Financial Management*, 2022 (08): 57-59
- Fan Qiu. Innovation of online and offline hybrid project-based teaching mode based on MOOC+SPOC—Taking Marketing as an Example [J]. *Science and Technology Entrepreneurship Monthly*, 2022, 35 (07): 136-138
- Gao Qianhui. Exploration and Research on the Construction of Excellent Online Open Courses in Marketing [J]. *Brand Marketing of Timehonored Brands*, 2022 (13): 27-29
- Guo Yuxia. Research on the blended teaching reform of "Marketing" in the context of new business studies [J]. *Journal of Changchun University of Engineering (Social Sciences Edition)*, 2020, 21 (03): 148-152