The Practice of "SPOC+Online Flipped Classroom" Hybrid Model in the Course of International Marketing

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ABSTRACT. In recent years, with the application of information technology in the field of education and teaching, the construction of online courses has become a hot topic of teaching reform. During the COVID-19 epidemic, the offline courses were forced to be carried on online. How to make full use of on-line teaching resources and coordinate multiple teaching methods and methods have become urgent problems. This paper analyzes the "SPOC+online flipped classroom" hybrid model based on the actual teaching cases, and finds this model adaptable to online teaching, which can improve students' learning enthusiasm, tracking learning progress, and carry out personalized teaching. It also has certain advantages in the aspects of process evaluation.

KEYWORDS: SPOC, Online flipped course, Teaching practice

1. Introduction

At the beginning of the 2020, the sudden outbreak of COVID-19 epidemic in China has a profound impact on everyone's daily life. To prevent the spread of the epidemic, almost all of the Chinese universities decided to take advantage of online education to ensure the teaching and learning activities of 2020 spring semester. How to make full use of internet resources and online teaching platform tools under the existing condition, to ensure the teaching effect is an urgent problem to be solved (Xiuxiu He, 2020)[1]. This paper analyzes the "SPOC+online flipped classroom" hybrid model through the teaching practice in the course of International Marketing based on Zhihuishu online teaching platform. The teaching practice during the COVID-19 epidemic also provided new ideas and methods for future teaching reforms.

Zhihuishu is a Chinese online education service platform for college credit courses, which provides high-quality online courses for college students home and abroad. It helps college students realize cross-school online learning and receive mutual recognition of credits (Zhihuishu Company Profile, 2020)[2]. The platform is famous for supporting "online and offline" hybrid teaching, especially the functions

of flipped classrooms. Hence, the author chose this platform to carried out "SPOC+online flipped classroom" hybrid model online teaching on the course of International Marketing and achieved good results (Lulu Li, Qu Zhou，2020)[4].

2. The practice in the course of "International Marketing"

2.1 Instructional design

In terms of design objectives, this course strengthens the in-depth integration of information technology with education, strives to break the traditional thinking of teaching design, and respects students' learning rules to improve learning efficiency, and guarantee the effect of online teaching. By using information technology, the teacher-student interaction are going to be strengthened in a different way to enhance innovative and critical thinking training (Xiaohan Wang, et al. 2017)[3].

The teaching process of this course is divided into a three-step process, which are "pre-class self-learning, in-class intensive learning, and after-class testing". SPOC is used as the main line of learning before and after class, while flipping classroom is carried on every week to organize online discussions, brainstorming, Q&A, presentation, case analysis, etc. At the same time, chapter tests, discussions, online test question banks and other examination methods are used to test the students' learning situation (Figure 1).
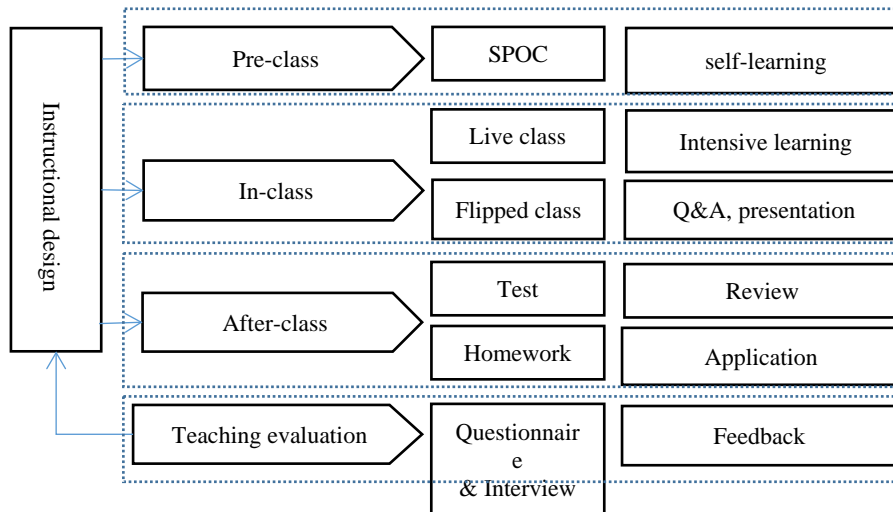

Figure 1 The Instructional design of "SPOC+ Online Flipped Classroom" in the class of International Marketing

2.2 Implementation process

2.2.1 Class preparation

The preliminary preparation mainly includes curriculum resource construction, flipped classroom formation, etc. The SPOC resources for this course include 61 videos (721 minutes in duration), 62 projectile questions, 155 test questions, 39 chapter discussions and 4 discussion sessions. The online teaching resources provide support for online teaching of this course during the epidemic. In addition, to facilitate teacher-student interaction and live class, an on-line "flipped classroom" was set up on Zhihuishu. It is mainly responsible for course resources update, teaching statistics record, pop quiz release, launching live class, Q&A, etc.

2.2.2 Organization of pre-class self-learning

In order to better coordinate the learning progress, the teacher published the teaching plan in the online bulletin board at the beginning of the semester, and release the learning tasks to the students on every Monday. The course study period extends from day to week, which is more conducive to the understanding and connection of knowledge. The self-learning content of students is mainly based on SPOC, whose time duration is 5-15 minutes per-video, including pop quiz and chapter tests. Through the statistics of record by the platform, the learning progress of every student was clearly displayed, and the students whose progress is too slow or too fast were warned and coordinated.

Figure 2 Statistics recorded by education platform

2.2.3 Organization of in-class intensive learning

Every week, the teacher carried on the online flipped classroom on Zhihuishu. Various forms of check-in were used to urge students to go online. After entering the on-line classroom, the teacher turned on the live class function. In order to

ensure the learning effect, the live class duration is usually controlled within 30 minutes, and the content mainly includes summary and intensive learning of some important knowledge. During the live class, students were asked to turn on the microphone to answer questions, which can simulate the offline environment and maintain classroom discipline. The interactive functions include random roll call, answering, voting, danmaku (video barrage) etc. Among them, danmaku caters to the daily internet usage habits of "post-00s" students. All of the classroom interactions are assigned corresponding weighted scores and become part of the final grades.

In addition, group study for case analysis were also arranged. Each group chose a topic for a 30-minute case analysis. The students acted as "Network anchor" to carry out the live case analysis (Table 1). After the report, other students would ask questions and give comments. The final score is composed of teacher scoring (50%) and mutual evaluation by groups(50%).

Table 1 Case analysis topics and score

	Presentation Topics	Peer Scoring	Teacher Scoring	Final Score
1	Analysis of Marketing Strategy of DOLE Banana in Japan	91.6	90	90.3
2	Analysis of product portfolio strategy of KRAFT FOODS in China	90.2	90	90
3	Analysis of Brand Extension Strategy of Disney land	91.6	82	83.9
4	Analysis of product portfolio strategy of Nongshim in China	89.4	85	85.9
5	Case analysis of international brand building during the COVID-19 epidemic	90.3	94	93.3
6	Analysis of Nintendo Switch's STP strategy in China	90.6	95	94.1
7	Analysis of Marketing Strategy of LOTTE FOODS in China	91.5	92	91.9
8	Analysis of pricing strategy of Iphone	92.1	90	90.4
9	Analysis of Brand Value Promotion Strategy of Victoria's Secret	91.8	88	88.8

2.2.4 Organization of after-class testing

Since online learning has strong autonomy and provides more flexible learning time, students can make full use of the fragmented time to learn knowledge. Students can post their questions or ideas in the online course chat room or online bulletin board on Zhihuishu at any time. Teachers encourage students to discuss through giving score reward to hot topics (Figure 3). Some of the hot topics will also be discussed in the following live class.

Figure 3 Online bulletin board on Zhihuishu

3. The course evaluation and feedback

According to teaching practice, it is found that students have adapted to the online teaching model and could arrange their learning time reasonably, with better learning effects and higher pass rate of tests. In this semester, 93.62% of the students completed online learning according to schedule and passed the tests. At the same time, under the incentive of score reward, the students were enthusiastic for online homework and discussion, and the atmosphere of live class is quite well. The average attendance rate and homework delivery rate are 96.6%. There were about 150 bullet screen interactions in each live class. By the end of this semester, students have published 227 topics and answered 573 people in total

At the end of the semester, to make course evaluation, questionnaires were distributed to students and interviews were conducted. It was found that the acceptance and satisfaction degree is relatively high. Besides, most of the students feel that the pressure in the final examination period was reduced, while the application ability was improved.

4. Summary

"SPOC + online flipped classroom" hybrid mode is an innovative measure under the background of COVID-19 epidemic. Practice shows that, compared with the single mode, such as live class, SPOC and flipped classroom, this hybrid mode has certain advantages in many aspects. First of all, students' learning purpose and objectives are clearer, and their learning enthusiasm is stronger; secondly, teachers can supervise students' learning progress based on reliable data, answer questions and solve doubts in time, and the utilization rate of classroom teaching time is also improved (Hongxin Wang, 2020)[5]; third, compared with the traditional mode, the hybrid mode realizes the personalized teaching of large class size; fourth, it is easier to implement fair process evaluation, reduce the weight of score of final

examination; fifth, this mode induce students to "learn for application" rather than "study for examination" (Fucai Sun, et al. , 2020)[6].

In the future, with the rapid development of information technology in the field of education, and the deep impact of epidemic, online courses will be in great development. To realize better effects, online teaching should keep being reformed based on both theory development and practice experience.

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