

Exploration on Curriculum Teaching Reform of BOPPPS Model + Smart Cloud Platform: Take Marketing as an Example

Wenjing Hu

Faculty of Management, Hubei Business College, Wuhan, China

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Abstract: In view of the demand of the new business construction for cultivating application-oriented and creative talents, this paper combines the characteristics of the students of the marketing major of our school, through the construction of course teaching platforms such as the smart cloud platform Chaoxing Xuexitong, and the application of the BOPPPS effective teaching model to the teaching reform practice of the course “Marketing”, Which strives to realize the intelligent management of the whole teaching cycle and the whole process, help teachers to improve their teaching wisdom, inspire students' minds and guide students to learn interestingly and intellectually, and ultimately improve the level of teaching intelligence.

1. Introduction

Today, with the popularization of mobile terminals and the rapid development of digital communication technology, great changes have taken place in the marketing environment and industry ecology ^[1], and corporate marketing has also ushered in a new round of changes with the change in consumer behavior. The existing traditional theoretical framework systems and teaching methods in major universities may not keep pace with the development of the times. It is urgent to carry out reforms and explorations in the field of professional education and teaching, and to highlight the ability and quality training to meet the needs of enterprise talents.

The proposal of the concept of smart education provides a new way of thinking for the development of education, and opens up and leads the direction of future education development ^[2]. Since 2018, I have been exploring the in-depth integration of information technology and teaching, trying to build a smart classroom by relying on smart cloud platforms such as WeChat Assistant, Rain Classroom, and Chaoxing Xuexitong to assist teaching. In terms of teaching mode, I also made bold innovations and actively introduced BOPPPS teaching model. This model is an effective course design model proposed by the Instructional Skills Workshop (ISW), a teaching skills training institution in North American universities, aiming to improve teachers' teaching skills ^[3]. The BOPPPS teaching model advocates the student-centered teaching concept, following six major steps to organize the teaching process which is Bridge-in, Objective/Outcome, Pre-assessment, Participatory Learning, Post- assessment and Summary ^[4], forming a closed teaching loop of “teaching interaction → effect feedback → adjustment and improvement”.

Based on my teaching practice activities, the following is an exploration and research on the teaching reform of the “Marketing” course through the BOPPPS model + Xuexitong cloud platform.

2. Teaching analysis of “Marketing” course

2.1. Course overview

“Marketing” is an applied science based on economics, behavioral science, management and modern science and technology. To study the marketing management process and its objective regularity in a specific marketing environment, based on market research and analysis, in order to meet the actual and potential market demand, with Product, Price, Place and Promotion as the main decision-making content ^[4].

2.2. Course teaching objectives

The teaching goal is the guidance of teaching design. The course “Marketing” attaches great importance to the cultivation of students' practical application ability. Therefore, the design of teaching objectives emphasizes three dimensions of knowledge, skills and quality.

Knowledge Objective: Students can describe the origin and development of marketing theory, accurately grasp and summarize the core concepts and theoretical framework of marketing theory, and explain the nature and tasks of marketing management.

Skill Objectives: Students can establish modern marketing concepts, observe and analyze problems from a marketing perspective, and initially have the ability to solve practical marketing problems.

Quality objective: students can correctly understand and grasp the marketing hot spots in the context of Internet +, reasonably design “points” to contact consumers and realize marketing innovation on the premise of abiding by ethics and fulfilling social responsibilities.

2.3. Analysis of teaching objects

Our students are post-00s, network natives. They have a wide range of information sources, active thinking, strong curiosity and interest in new things, and are good at using mobile phones, the Internet and other electronic products to search for the information they need. Most of them have a vague understanding of marketing, but they don't know why ^[5]. In addition, most of the students are liberal arts students, and their mathematical foundation is relatively weak. Therefore, some difficulties such as the application of the BCG consulting company model and the design of the pricing system are often not well mastered, and more supplementary explanations and matching exercises are needed.

3. Prerequisites for the teaching reform of “Marketing”

The practice of innovative teaching reform based on the concept of smart education needs the support of relevant conditions to achieve.

The first is the smart teaching environment. The teaching of the “Marketing” course is arranged in smart classrooms. The classrooms are equipped with microphones, large electronic screens, whiteboards, and high-performance teachers' computers. It is convenient for teachers to carry out flexible and diverse teaching and teacher-student interactive activities online and offline, breaking the restrictions on teachers in traditional classrooms.

Secondly, there are abundant online teaching resources for courses. The course textbooks of “Marketing” adopt the national-level planning textbooks of the “11th Five-Year Plan” for general higher education, and the reference of textbooks extends from paper to the Internet. After establishing courses and classes on a series of smart education cloud platforms, such as Chaoxing Xuexitong, it provides students with online course resources and practice cases, forming a three-dimensional shared teaching resource library of electronic teaching plans, multimedia courseware, project testing exercise banks, professional cases, references, micro-course videos, etc., which greatly stimulates students' enthusiasm for independent learning.

Third, support from other high-quality and open smart teaching platforms. At present, the three influential smart teaching platforms in China are “University of China MOOC”, “Xuetang Online” and “Muke Online”, which we have introduced and applied to teaching and learning [6]. These three platforms are a collection of high-quality courses of national famous teachers, and have a large number of free high-quality courses. Through extensive search, viewing, and learning, teachers push MOOC resources related to “Marketing” to students before class. Students can watch and learn freely through computers or mobile phones. The MOOC resources on the platform also become the expansion and supplement of teachers' teaching content [7]. This can not only provide students with a new way of learning, which is conducive to stimulating students' interest in learning; but also can help teachers to learn and elevate themselves, perfect the classroom teaching design and improve the teaching effect.

4. Exploration and practice of teaching reform of “Marketing” course based on BOPPPS model + smart cloud platform

4.1. Reorganization of the course content system of “Marketing”

Under the constraint of limited class hours (32 class hours), we should not only to ensure the knowledge transmission of the core essence of Marketing, explain the difficult points, but also to maximize the learning experience of students participating in the interaction. We reorganized the teaching content according to the internal logic of knowledge points, and made the theoretical framework system clearer and refined through additions, deletions, adjustments and modification, as shown in Figure 1 below for the course content system of “Marketing” [8].



Figure 1: The course content system of “Marketing”

4.2. The overall design of the teaching reform of “Marketing” course based on BOPPPS model + smart cloud platform

In the practice of curriculum teaching reform, actively use “one level and three ends” to carry out teaching activities and build a smart classroom [7]. And BOPPPS model is used to design teaching links. Participatory and interactive teaching methods are used to carry out teaching practice activities by means of sign in, questionnaire, voting, selection, quick answer, discussion and other means relying on the smart cloud platform. The specific design is shown in Figure 2 [9].

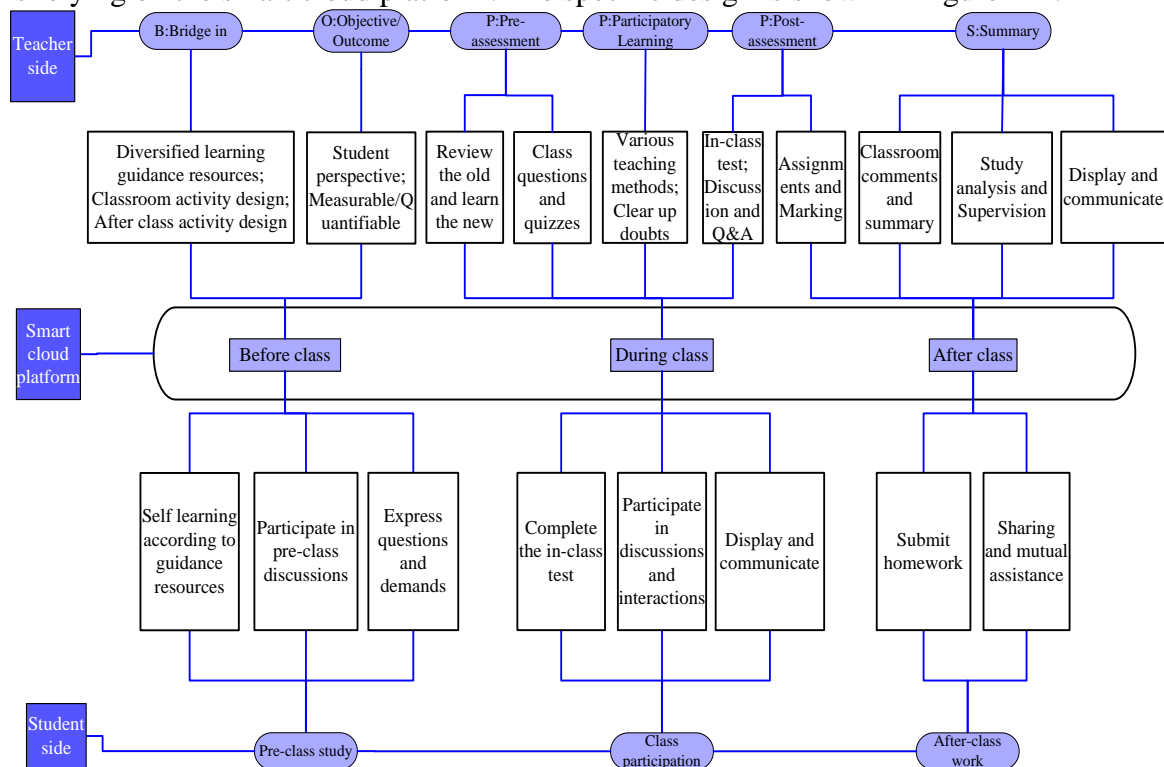


Figure 2: The overall design of the teaching reform of “Marketing” course based on BOPPPS model + smart cloud platform

4.3. Example sharing of teaching reform of “Marketing” course based on BOPPPS model + smart cloud platform

The following takes a small knowledge point in the teaching of competitive positioning strategy in the “Marketing” course - market followers as an example, based on the BOPPPS model to redesign the teaching links and implement teaching reforms, see Table 1 [10] for details.

Table 1: Mini-knowledge point teaching design of BOPPPS model + smart cloud platform

Knowledge point	Link design	Teacher activities	Student activities
Market followers	Bridge-in	① Play the video clip of “Meng Hualu” ② Briefly introduce the background of the plot and ask: What kind of competitive positioning strategy did “Half-covered face” apply from we have learned in the last class? ③ Reviewing the old and learning the new: When reviewing the old knowledge “market challengers”, introduce the new knowledge “market followers” in this section.	Discussion: The “Half-covered face” in the clip of “Meng Hualu” is what kind of competitive positioning we learned in the last class? Discussion result: market challenger
	Objectives	Propose learning objectives: ① Can describe 4 strategies of market followers ② Be able to correctly distinguish four following strategies and judge them based on marketing practice	Clearly grasp the learning objectives and run through the learning of knowledge points.
	Pre-assessment	Look at the pictures and talk - idioms and allusions related to “following”.	Quick answer: Look at the pictures and talk - idioms and allusions related to “following”. Answer: blindly copying others and making oneself look foolish; imitate others and thus lose one's own individuality
	Participatory Learning	Teach 4 strategies for market followers: ① Follow closely (with interactive design) ② Distance following (with interactive design) ③ Choose to follow (teach and give examples) ④ Forgery or imitation (supplementary to the textbook) (with interactive design)	① Voting: Which of the following is the leader? ② Group game: Find differences? (Three major brands of normal temperature yogurt) ③ Quick answer: Did Li Gui forge/copy Li Kui?
	Post-assessment	Conduct a topic discussion: Give an example of a follower brand you have contacted? It will be extended to the completion of after class data query.	Discussion after class: Give an example of a following brand you have contacted, and judge which kind of following strategy it is? (Attached drawings are available)
	Summary	① According to the degree and difference of following imitation, the four following strategies that followers can adopt are _____. ② Tip: Market followers and market challengers may have the same starting point at the beginning, but have different attitudes towards the market. ③ The pre-assessment idioms, admonished not to blindly imitate others, reflecting the negative attitude of traditional culture towards “following”. But in marketing activities, it is often more beneficial to be a follower than a challenger, Why? ④ Followers are not passive followers of leaders, so we must find a development strategy that will not cause competitive retaliation.	① Random answer or designated answer: follow the teacher's summary questions and think about the answer. ② After class homework

5. Conclusion

After implementing the course teaching reform of BOPPPS model + smart cloud platform, we found that students expressed higher recognition and evaluation in terms of learning satisfaction, learning process experience, and learning effect through the teaching effect questionnaire, while the comparative analysis of students' final academic performance also verified the effect of the teaching reform.

However, in the course teaching reform of implementing BOPPPS model + Xuexitong cloud platform, there are several points that need to be paid attention to. Although the introduction of

teaching into the smart cloud platform has a positive effect on improving students' autonomous learning ability, cooperative expression ability, resource acquisition ability and comprehensive problem-solving ability, it cannot replace the teacher's teaching and explanation, especially for complex knowledge points. For example, how to use the BCG matrix to analyze the product line business and make scientific product portfolio decisions, and how to formulate and adjust prices in the face of the real and complex market environment, traditional lectures and blackboard writing still have unparalleled advantages.

Secondly, we should find the most suitable intelligent teaching method for teachers and students according to the characteristics of the curriculum, students' conditions and teachers' own characteristics. Not all the functions provided by Xuexitong cloud platform are the best match for you. For example, in the process of student attendance sign in, some teachers have poor ability to recognize and remember students' names, and tend to prefer the arrival of the traditional roll call sign to deepen the memory of students, rather than the simple one click start of sign in. In addition, the pre class resources can also be pushed according to different classes to achieve personalized trade-off adjustment, rather than uniform, which cannot achieve the goal of teaching according to different people.

In addition, the platform data naturally formed in the teaching process can also be reused to serve teaching and scientific research. For example, in the participatory interaction link, the results of a hot topic in the form of votes, questionnaires, etc. can be exported through Excel documents, data mining and analysis to help develop new teaching cases; The dynamic learning data records of students can identify the individual characteristics of students and quickly match teaching resources through tracking and analysis to achieve intelligent control, intelligent learning guidance, etc.

Acknowledgements

1) The provincial teaching research project of colleges and universities in Hubei Province, “Research on the Smart Learning Workshop Model of” Integration of Theory and Practice “in the Vision of Digital Intelligence -- Taking the Teaching Reform of Marketing Major as an Example”, E.J.G.H. (2022) No. 1, project number: 2021516; Person in charge: Hu Wenjing.

2) The 2020 teaching and research project “Teaching Reform and Exploration of Marketing Major Courses Based on Big Data and Smart Education Cloud Platform” of Hubei Business College, project number: 202012; Person in charge: Hu Wenjing.

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