

# *Research on the Application of Online and Offline Mixed Teaching Mode in Automobile Marketing Course*

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**Abstract:** With the continuous advancement of internet technology, blended learning is progressively garnering more interest within the academic sector. Using the "Automotive Marketing" curriculum as a model, this research investigates the current scenario, benefits, and obstacles of the blended learning method, presenting pertinent pedagogical strategy recommendations through the means of case analysis. The research discovered that the blended learning methodology aids in fostering learners' independent study skills, hands-on operational abilities, and cooperative teamwork talents. With regards to pedagogical strategies, this investigation offers advice on course structure and content synthesis, instructional techniques and technological assistance, and the procedures for instructional evaluation and feedback, to serve as a roadmap for the "Automotive Marketing" curriculum instruction. Despite its insightful findings, this study bears certain limitations and future investigations could broaden the scope and delve deeper into the subject matter.

## **1. Foreword**

### **1.1 Research Background**

With the swift expansion and widespread adoption of Internet technology, educational methods are in a state of continuous evolution. As a nascent pedagogical approach, the hybrid mode that unites traditional in-person instruction with online learning brings novel prospects and trials to the educational arena. The auto industry is a crucial backbone of the national economy, and given its practicality and applicability, automobile marketing, a key segment of the auto industry chain, becomes an essential subject of discussion when applying this hybrid instructional method to the "Automobile Marketing" course. This approach is expected to enhance course quality and nurture competent marketing talents that align with market requirements.

Professional education in automobile marketing, primarily in universities and training institutions, is instrumental in shaping automotive marketing experts. However, under the conventional in-person instructional model, automobile marketing lessons often fail to cater to students' demands for practical experience and application of knowledge. By implementing the "hybrid online and offline instructional method," optimal utilization of online resources and multimedia technology becomes possible. This approach offers students a wider range of learning materials and an expansive platform for communication, thereby elevating the effectiveness of

instruction.

## 1.2 Study Purpose

The aim of this investigation is to scrutinize the implementation of the hybrid online-offline teaching approach within the "Automotive Marketing" course, assessing its strengths and complications in areas like curriculum architecture, instructional techniques, and teaching evaluations. This is intended to furnish effective pedagogical strategies and methodologies for universities and educational institutions. The specific targets of this study are: (1) to delineate the theoretical underpinnings and progression of the hybrid online-offline teaching approach; (2) to dissect the distinctive features and prerequisites of Automotive Marketing; (3) to scrutinize the tangible execution of the hybrid teaching approach in the course using case analysis; (4) to encapsulate the merits and hurdles of the hybrid teaching method within the "Automotive Marketing" course and propose pertinent pedagogical tactics.

## 1.3 Study significance

The theoretical relevance of this investigation is in broadening the application research of the hybrid online-offline instructional approach in the context of "Automotive Marketing". It offers a fresh viewpoint and concepts for research in similar domains. By examining the merits and challenges of this hybrid instructional mode within "Automotive Marketing", it facilitates an understanding and command of this teaching mode's impact in pragmatic application, providing theoretical groundwork for subsequent inquiries.

From a practical standpoint, this research can serve as a guideline for the instructional reform of the Automotive Marketing curriculum. By employing case analysis, this investigation elucidates the utilization of the hybrid instructional method in real-world teaching, bestowing successful experiences upon universities and educational institutions. Additionally, this research tackles the potential challenges the hybrid teaching model could face in the Automotive Marketing curriculum, proposing viable teaching strategies that could assist educators in refining instructional methods and enhancing teaching quality.

This study holds immense importance for fostering the application of the hybrid online-offline teaching method in the "Automotive Marketing" course, nurturing superior automotive marketing professionals, and advocating for the reform and advancement of automotive marketing education. Through profound research and practice, it aids in achieving the objectives of educational digitization and modernization, contributing to the sustainable growth of the auto industry.

## 2. Literature review

### 2.1 Development and status quo of online and offline mixed teaching mode

With the development and popularization of information technology, the way of education is constantly changing. As an emerging education mode, the online and offline hybrid teaching mode has received more and more attention. Xie Zaijin, et al. (2023) discussed the mixed online and offline teaching mode of electronic process training in their research, and believed that this mode is helpful to improve students' learning effect and practical ability <sup>[1]</sup>. Wu Song et al. (2021) explored the teaching mode of effective online and offline integration, and put forward some implementation strategies and methods. Li Shengqin et al. (2021), based on the design and implementation of the online and offline mixed teaching of SPOC, believe that this model is helpful to improve the quality of the course and cultivate innovative talents <sup>[6]</sup>.

## 2.2 Features and challenges of the Automotive Marketing course

As a key link in the automobile industry chain, automobile marketing has high practicality and practicability. Huang Qike et al. (2023) discussed the reform of the mixed teaching mode of automobile Engine Principles in their research, and believed that this teaching mode can improve students' learning enthusiasm and practical ability <sup>[2]</sup>. Liu Min et al. (2022) applied the online and offline mixed teaching in the course of "Understanding New Energy Vehicles", and achieved good teaching effect <sup>[3]</sup>. Xia Shengwang (2022) explored the practice of online and offline mixed teaching mode in the new energy vehicle technology course, and found that this mode can stimulate students' interest in learning and improve students' comprehensive quality <sup>[4]</sup>.

## 2.3 Research on the application of online and offline mixed teaching mode in other fields

In addition to the automotive marketing course, the application of online and offline hybrid teaching model in other fields has also achieved remarkable results. Guan Jingwei (2021) discussed the application of online and offline mixed classroom teaching mode in the automobile construction course in his research, and believed that this mode can improve the teaching quality of the course <sup>[5]</sup>. Liu Cheng (2021) conducted a research on the online and offline mixed teaching mode of new energy vehicle technology courses in higher vocational colleges based on the "1 + X" certificate system, and believed that this mode is helpful to cultivate students' professional skills and practical ability <sup>[7]</sup>. Li Shengqin et al. (2021) applied online and offline mixed teaching in the automotive design course, and found that this model can improve students' innovation ability and practical ability. Tian Chuan (2018) took the course "Automobile Marketing" as an example to discuss the teaching application of the mixed teaching mode of "rain classroom", and believed that this mode could improve the teaching effect of the course.

According to the existing literature, the application of online and offline mixed teaching mode in different fields has achieved more obvious results. In the automobile marketing course, this teaching mode is helpful to improve students' practical ability and innovation ability, and provides an effective way to cultivate high-quality automobile marketing talents. However, in practical application, the "online and offline mixed teaching model" may face some challenges, such as curriculum design, teaching methods, teaching evaluation and other problems. Therefore, this study aims to further explore the application of the online and offline mixed teaching model in the course of Automotive Marketing, in order to provide effective teaching strategies and methods for universities and training institutions.

## 3. The theoretical basis of online and offline hybrid teaching mode

### 3.1 Construction doctrine learning theory

Grounded in the theory of constructivist learning, learning is perceived as a process wherein new knowledge is built upon existing cognitive frameworks. Throughout this process, learners continuously recalibrate and restructure their knowledge systems to acclimate to novel learning scenarios. In the hybrid online-offline teaching model, educators inspire students to actively partake, investigate, and collaborate by devising varied educational activities and assignments, thereby fostering knowledge construction in practical applications. This teaching model aids in cultivating students' spirit of innovation and hands-on capabilities, and enhances their comprehension and application of knowledge.

Moreover, constructivism as a learning theory underscores the significance of learners' active role in the learning process and the learning milieu. Through the harmonious blend of online and

offline components, the hybrid teaching model establishes a rich and diversified learning environment, permitting students to garner personalized learning experiences in diverse circumstances. This enables students to gather practical operational and application experiences, construct a comprehensive knowledge framework, and eventually, augment learning outcomes.

### **3.2 Cooperative learning theory**

In line with the cooperative learning theory, learning is viewed as a process necessitating interaction and collaboration with others. Through this exchange and interaction, learners can attain a superior grasp and command of knowledge. The hybrid teaching model, combining online and offline instruction, provides a conducive environment for cooperative learning. Students can engage in discussions, exchanges, and collaboration with peers during these teaching activities to collaboratively address problems and augment learning outcomes.

Within this hybrid teaching framework, students can raise queries, provide responses, and complement one another during group collaboration, thereby fostering mutual advancement and collective enhancement. This model contributes to honing students' skills in teamwork, communication, and problem-solving, establishing a robust foundation for their future professional endeavours.

### **3.3 Theory of autonomous learning**

The theory of self-directed learning highlights the proactivity, autonomy, and accountability of learners during the learning process. In the hybrid teaching method that merges online and offline elements, students are tasked with scheduling their learning hours, crafting their learning plans and objectives, and augmenting their knowledge and skills through online learning resources and offline practical exercises. This mode of teaching encourages students to select suitable learning resources and methods in line with their individual learning needs and interests, thereby nurturing their independent learning capabilities and self-regulatory skills.

In the hybrid teaching model, it's imperative for educators to monitor students' independent learning processes, provide prompt feedback and support, and assist students in surmounting learning difficulties and challenges. Simultaneously, teachers can employ an array of evaluative tools, such as online evaluations, self-evaluations, etc., to guide students to reflect upon and summarize their learning, aiming to achieve continuous academic progress. This teaching model contributes to fostering students' awareness and aptitude for lifelong learning, offering substantial support for their personal advancement and professional growth.

The theoretical foundations for the hybrid online-offline teaching model predominantly encompass constructivist learning theory, cooperative learning theory, and autonomous learning theory. These theories offer theoretical backing for the hybrid teaching method, providing invaluable guidance for educators to design and implement this teaching model. The application of this teaching mode in the "Automotive Marketing" course aids in enhancing students' practical skills, innovative abilities, and independent learning capabilities, thereby presenting an effective avenue for nurturing high-quality automotive marketing talents.

## **4. Case analysis method**

### **4.1 Case selection and data source**

Case study methodology is a research technique that uncovers the essence and governing principles of issues through an exhaustive examination of specific instances. This study employs the

case study methodology to delve into the application of the hybrid online-offline teaching method within the Automotive Marketing course. For the cases chosen to yield meaningful research insights, they should be representative and characteristic. Universities or vocational training institutions implementing the hybrid teaching model in their "Automotive Marketing" course could be selected as the subject for case study to comprehend the impacts and challenges of this teaching approach in practical implementation.

Sources of case data could encompass the course teaching plan, instructional materials, students' projects, teaching feedback, among others. Additionally, educators and students can be interviewed to gather their perspectives and recommendations concerning the hybrid teaching model. The data collection process must be comprehensive and unbiased to assure the study's validity and reliability.

## **4.2 Applicability of the case analysis method**

The case study methodology holds high relevance when investigating the use of the hybrid online-offline teaching mode within the Automotive Marketing course. Firstly, the case study methodology allows for a closer look at the specific execution of the hybrid teaching model in actual classroom settings, facilitating a deeper comprehension of this teaching model's strengths and constraints. Through meticulous analysis of the case, it is possible to identify critical factors impacting the teaching outcome, offering a robust foundation for refining the teaching model.

Secondly, the case study method emphasizes profound analysis of individual instances and prioritizes the practical issues and challenges experienced during the teaching process. This assists in distilling successful experiences and lessons learned from the application of the hybrid teaching model in the Automotive Marketing course, serving as a benchmark for educational reform in other courses and fields. Case studies enable researchers to gain a better understanding of the actual operational mechanics of the hybrid teaching model, and supply abundant empirical material for scholarly publication.

## **5. Case Analysis**

### **5.1 Case 1: The practice of online and offline mixed teaching mode of automobile Marketing course in a university**

#### **5.1.1 Curriculum design and teaching strategy**

Within the "Automotive Marketing" course at a university, instructors utilize the hybrid teaching mode, blending online and offline elements, to cater to the learning requirements of diverse students and enhance teaching outcomes. With regards to course design, instructors segregate the course material into online and offline segments. The online component primarily involves theoretical knowledge acquisition and virtual discussions. Instructors disseminate teaching resources such as lecture videos, PPT slides, etc., via an online platform to facilitate independent learning for students. Simultaneously, instructors orchestrate online discussions to direct students towards thorough discourse and sharing on the course content. The offline portion zeroes in on practical aspects where instructors organize students for hands-on activities like market research, case study analysis, and marketing planning, aiming to augment students' practical skills.

Regarding teaching strategies, instructors adopt multiple approaches to ignite students' enthusiasm for learning and promote active involvement. For instance, instructors employ project-oriented learning and collaborative learning methods, enabling students to design and execute automotive marketing plans in groups, thus fostering students' collaborative and creative skills. Furthermore, instructors guide students to reinforce and reflect upon their learning through

online question-answer sessions and independent assessments.

### **5.1.2 Evaluation and reflection of teaching effect**

To assess the effectiveness of the hybrid online and offline teaching mode in the "Automotive Marketing" course, instructors employ a range of evaluation techniques such as performance assessments, student feedback, and classroom observations. The all-inclusive evaluation outcomes suggest that this teaching model has significantly boosted students' interest in learning, practical skills, and autonomous learning capabilities. Students have expressed high satisfaction with the hybrid teaching mode, stating that it facilitates a seamless integration of theoretical knowledge with practical application, thereby helping them grasp the core content of "Automotive Marketing" more effectively.

Nonetheless, certain challenges and issues also surface during the implementation of this teaching approach. For instance, some students might not devote enough time to online independent learning, resulting in weak knowledge mastery; the orchestration and guidance of offline practical activities might require strengthening to bolster student engagement and practical outcomes. In light of these issues, instructors need to continually reflect upon and adapt their teaching strategies. Firstly, by optimizing online teaching resources and boosting their interactivity, instructors can spark students' curiosity and their active participation. This could include creating more engaging and appealing course videos, setting up bespoke online tests and tasks, and motivating students to be proactive in online learning. Moreover, instructors can leverage the data analysis feature of the online platform to monitor students' learning progress and challenges in real-time, offering timely personalized guidance and feedback.

Secondly, instructors need to intensify the management and mentoring of offline practical segments to ensure students truly acquire the fundamental skills of automotive marketing. Regular organization of field trips and company visits could offer students firsthand exposure to the actual operation process of automotive marketing.

In summary, with ongoing reflection and enhancements, the "Automotive Marketing" course's hybrid teaching model can significantly contribute towards elevating teaching quality and fostering applied talents. This case study offers invaluable insights and inspiration for other universities and vocational training institutions intending to implement the hybrid teaching mode, fostering educational reform and innovation in the "Automotive Marketing" course.

## **5.2 Case 2: The practice of online and offline mixed teaching mode of "Automobile Marketing" course of a training institution**

### **5.2.1 Curriculum design and teaching strategy**

A training institution has initiated an "Automobile Marketing" program catered towards automotive industry professionals and enthusiasts, incorporating a blended learning approach consisting of both online and offline components. The course's framework segregates the content into two distinct parts: digital and physical. The digital facet primarily offers instructional resources such as video lectures, handouts, and case studies via an online platform, facilitating independent study and discussion among students. Conversely, the physical component accentuates practical skill-building and hands-on activities, covering areas such as market research, sales techniques, and customer relationship management drills.

In terms of pedagogical strategies, the institution places great emphasis on fostering students' enthusiasm for learning and their active engagement. As such, they employ various teaching techniques like interactive learning, simulated sales scenarios, and case study analyses. For instance,

students are grouped together to design and execute simulated auto sales strategies, bolstering their collaborative abilities and problem-solving skills in a practical context. Furthermore, the institution harnesses the capabilities of their online platform to introduce standalone quizzes and Q&A sessions. This not only stimulates active participation in online learning but also reinforces comprehension and consolidation of the imparted knowledge.

### **5.2.2 Evaluation and reflection of teaching effect**

To gauge the efficacy of the blended learning approach in the "Automotive Marketing" course, training institutions have deployed diverse evaluation methods such as student performance assessments, satisfaction surveys, and instructional observations. The results illustrate that this pedagogical model has made substantial strides in augmenting student engagement, practical skills, and self-initiated learning capabilities. Participants have expressed high levels of satisfaction with the "online and offline" hybrid learning model, acknowledging its effectiveness in bridging theoretical understanding with hands-on practice, thereby facilitating the mastery of core automotive marketing skills.

Nevertheless, challenges have emerged throughout the teaching process, including some students' inadequate engagement with online learning resources, and the pressing need for enhanced organization and guidance during the hands-on practice sessions. To address these issues, the institution is looking to refine their instructional strategies further. For instance, they plan to enhance the depth and breadth of online learning resources while incorporating more interactive components to boost student engagement with online learning. In addition, they intend to construct more intricate and targeted online tasks and quizzes to reinforce knowledge retention and improve self-regulated learning capabilities.

For the practical portion of the course, institutions are focusing on strengthening individualized guidance and feedback for each participant to ensure tangible growth. This could involve setting up more simulated sales scenarios, case studies, field trips, and corporate visits, offering students a more in-depth perspective of the real-world automotive marketing operations. Furthermore, collaborations with industry enterprises could facilitate guest appearances from seasoned professionals, providing hands-on guidance and a rich source of practical industry knowledge.

## **6. Suggestions on teaching strategies based on case analysis**

### **6.1 Curriculum design and content integration**

Course structuring is a pivotal element for successfully executing a blended learning model. In order to optimize the outcomes of the "Automotive Marketing" course, a comprehensive integration of online and offline learning materials is imperative. Initially, at the stage of course planning, the aims and instructional tasks should be defined explicitly to ensure that online and offline materials mutually reinforce each other, creating a holistic learning environment. Moreover, the coursework can be divided into modules, enabling students to tailor their learning journey according to their unique interests and requirements. By incorporating elements of case studies, hands-on activities, and simulated sales tasks, the fusion of theoretical understanding and practical application is likely to enhance students' multifaceted skills.

Furthermore, as part of the integration strategy, instructors could modify the curriculum based on students' learning progression and feedback to ensure that online and offline instructional content aligns seamlessly. For instance, the concepts learned through online instruction can be reinforced and applied during offline hands-on activities. This strategy is likely to deepen students' comprehension and mastery of the subject matter.

## 6.2 Teaching methods and technical support

Enhancing the efficacy of the blended learning model in the "Automobile Marketing" course necessitates the adoption of varied instructional approaches and technological assistance. Concerning instructional strategies, tactics such as interactive sessions, simulated sales, and case studies can be implemented to boost students' engagement and eagerness to learn. Concurrently, educators can offer personalized guidance and feedback based on individual student requirements and traits to aid them in overcoming learning obstacles.

From a technological standpoint, instructors should optimally leverage contemporary educational technology to elevate the quality of teaching. Tools like digital learning platforms and mobile education apps can furnish students with a wealth of learning resources and interactive features. Moreover, utilizing cutting-edge technologies like big data and artificial intelligence for real-time monitoring and analysis of students' learning progress can facilitate more precise educational services for students.

## 6.3 Teaching evaluation and feedback

Assessing teaching effectiveness is a crucial step in gauging the impact of the blended online and offline instructional approach. To maintain high-quality instruction in the "Automobile Marketing" course, a broad range of assessment techniques, such as performance-based grading, student surveys, and in-class observation, should be employed to evaluate students' learning outcomes comprehensively. During the assessment phase, instructors can focus on student proficiency in various domains, including knowledge acquisition, practical application, and teamwork skills, enabling a more precise understanding of instructional efficacy.

Simultaneously, it's essential for teachers to heed student feedback and promptly adapt teaching strategies and course content. Based on student requirements and input, educators can refine both online and offline teaching components, thereby enhancing instructional quality. Furthermore, by collaborating and exchanging teaching experiences and resources with fellow educators, instructors can collectively advance the quality of instruction in the "Automobile Marketing" course.

## 7. The Conclusion

### 7.1 Study Summary

Through the analysis of the application of online and offline mixed teaching mode in the course of "Automotive Marketing", it is found that this teaching mode has many advantages, such as improving students' independent learning ability, practical operation ability and teamwork ability. At the same time, the research also discusses the teaching strategies based on case analysis, and puts forward suggestions on course design and content integration, teaching methods and technical support, and teaching evaluation and feedback, aiming to further improve the teaching effect of online and offline mixed teaching mode in the course of "Automotive Marketing".

In short, the "online and offline teaching mode brings new teaching ideas and practical opportunities to the course of Automobile Marketing, which helps to cultivate students' professional quality and practical operation ability. In the future teaching practice, teachers can continuously optimize the teaching strategies and improve the teaching quality of Automobile Marketing course according to the conclusions and suggestions of this study.



## 7.2 Research Limitations and future perspectives

Although this study deeply discusses the application of online and offline mixed teaching mode in the course of Automobile Marketing, it still has some limitations. First, the limited number of cases selected in this study may not fully reflect the actual effects of the offline online and offline hybrid teaching models in various teaching environments. Secondly, due to the limitation of space and research resources, the theoretical basis and practical application of online and offline mixed teaching mode are only preliminarily discussed in this study, and many details and problems need to be further studied.

In the future research, we can expand and deepen from the following aspects: first, select more diversified cases to study to more comprehensively understand the advantages and challenges of online and offline mixed teaching mode in different teaching environments; second, we can further explore the integration and innovation of online and offline mixed teaching mode to meet the changing needs in the field of education; third, pay attention to the psychological and emotional factors of teachers and students in the process of the online and offline mixed teaching, so as to better understand and optimize the teaching interaction and learning experience. Fourth, combined with the domestic and foreign education policies and development trends, conduct long-term follow-up research on the application of online and offline mixed teaching mode in the course of "Automobile Marketing", and discuss its role and value in the educational reform and development.

In addition, future studies can also try to use empirical research methods, such as experimental design, questionnaire survey, in order to obtain more objective and rigorous data support. At the same time, researchers can strengthen communication and cooperation with practitioners, and jointly discuss the application strategies and effects of online and offline mixed teaching mode in the course of Automobile Marketing ", in order to provide more targeted and practical guidance for education and teaching practice.

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