



Research and Practice of the Teaching of the "Marketing Planning" Course Based on the SPOC Flipped Classroom Model in China

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Abstract

In the era of "Internet +", the rapid development of digital technology has transformed the landscape of higher education in China. Various online learning platforms have emerged and become indispensable tools for teaching. However, the challenge lies in how to deeply integrate these technologies with traditional pedagogical models to enhance teaching quality and student engagement. This study addresses this challenge by focusing on the "Marketing Planning" course as a case study. The main objective is to develop and implement an innovative teaching model that bridges digital platforms and conventional teaching practices. The study begins by identifying the limitations of the original lecture-based approach, including low student engagement, lack of practical application, and minimal interaction. In response, the "Xuexitong" platform is adopted as a central tool, and a new teaching model is constructed, integrating Small Private Online Courses (SPOC), flipped classrooms, and project-based learning activities. The methodological approach involves redesigning course content, refining the implementation process, and restructuring the assessment system to foster active learning and continuous interaction. Results from pilot implementation indicate improved student participation, enhanced understanding of practical marketing skills, and more dynamic teacher-student interaction. The model fosters a synergistic online-offline teaching environment, placing students at the center of learning while positioning teachers as facilitators. It is recommended that similar integrative approaches be adopted across other management-related courses to drive teaching reform in higher education. The study offers a replicable framework for educators seeking to align traditional teaching with digital innovation under the "Internet +" paradigm.

Keywords: *Blended learning, Flipped classroom, Marketing planning, Project-based teaching, SPOC.*

A. Introduction

Phonics With the rapid advancement of information technologies encompassing mobile internet, artificial intelligence, cloud computing, and big data, the field of education is presented with novel opportunities for development. These technological advancements not only expedite the evolution of educational and instructional concepts but also instigate continuous innovation in teaching paradigms. In August 2018, The Ministry of Education of the People's Republic of China promulgated the "Notice Concerning the Vigorous Implementation of the Spirit of the National Conference on Undergraduate Education in Higher Education Institutions in the New Era" (Jiao Gao Han [2018] No. 8). This notice explicitly stipulated that "local education administrative departments and higher education institutions should expeditiously consummate the mechanism for the profound integration of modern information technology with education and teaching. They should systematically and effectively promote the construction, application, and management of online open courses and virtual simulation experimental teaching projects.

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With the enhancement of teachers' proficiency in information technology applications as a focal point, effective teaching incentives and management measures should be formulated and implemented to accelerate the transformation of traditional teaching through information technology and elevate the overall quality of teaching". Subsequently, in 2019, the Ministry of Education released the "Implementation Opinions on the Construction of First-Class.

Undergraduate Courses" (Jiao Gao [2019] No. 8), which further emphasized the imperative to innovate teaching content, place emphasis on cultivating students' comprehensive capabilities, make full utilization of information technology-based teaching tools to revolutionize teaching models, and strengthen teaching assessments to enhance the rigor of learning. The issuance of these policy documents signifies that "Internet + Education" has emerged as a pivotal direction for future educational reforms. It serves as a crucial driving force in facilitating the transformation of talent cultivation models and the evolution of the teaching system in the new era. Against this backdrop, Chinese educators in higher education institutions should transcend the constraints of traditional teaching approaches and proactively embrace modern educational models. They should comprehensively leverage information technology and diverse teaching platforms to create multifaceted learning environments, and conduct in-depth integration of online teaching resources such as network courses, micro-lectures, and massive open online courses (MOOCs). By doing so, they can effectively enhance students' autonomous learning capabilities, refine their thinking qualities, and stimulate their innovation potential.

"Marketing Planning," a pivotal core course within the marketing discipline renowned for its pronounced practical orientation, embodies a high degree of comprehensiveness and flexibility (Hu Yushi, 2025). This course mandates that students not only acquire a profound and solid foundation in professional knowledge and develop robust theoretical analysis capabilities but also underscores the cultivation of critical thinking and innovative acumen. Through immersive engagement with the course content, students are enabled to effectively translate the theoretical knowledge they have amassed into tangible marketing planning practices. This empowers them with the proficiency to conduct in-depth analyses of marketing planning cases and execute practical operations with competence. During the instructional process, the twin imperatives of enhancing students' systematic marketing planning proficiencies and seamlessly integrating marketing-related theories into the real-world operations of enterprises present not only the primary challenges confronting the teaching of this course but also significant opportunities for driving educational innovation. In light of the limitations inherent in traditional teaching paradigms, this academic exploration adopts the integration of the Small Private Online Course (SPOC) and the "Xuexitong" platform as its point of departure. By seamlessly integrating the pedagogical approaches of flipped classrooms and project-based learning, a novel and innovative online-offline blended teaching model has been meticulously constructed. This model is designed to serve as a replicable and insightful exemplar for the instructional reform of analogous courses, thereby contributing to the advancement of educational practices within the academic community

B. Methods

This study employed a qualitative case study design to develop and evaluate an innovative teaching model for the "Marketing Planning" course in higher education. The case study approach was selected to enable an in-depth, contextual examination of how digital learning platforms—specifically Xuexitong—can be integrated with traditional pedagogical approaches. A case study is particularly suited for investigating complex educational phenomena within their real-life settings (Yin, 2018). This design provided a framework for exploring how the "Internet +" paradigm can transform instructional practices and enhance student learning outcomes.

The research procedure involved four systematic phases. The first phase was a diagnostic assessment of the conventional teaching method, identifying issues such as low interactivity, passive learning, and limited student engagement. In the second phase, a blended teaching model was developed, incorporating Small Private Online Courses (SPOC), flipped classroom techniques, and project-based learning, supported by the Xuexitong platform (Zhang et al., 2020; Li & Chen, 2019). The third phase involved the implementation of the model over a full academic semester, positioning students as the central agents of learning while instructors acted as facilitators. The final phase was an evaluation process that assessed the model's impact on student participation, engagement, and practical skills development.

A variety of data collection techniques were employed to ensure methodological triangulation and strengthen the reliability of findings. These included non-participant classroom observations to document learning behaviors (Cohen, Manion, & Morrison, 2018), questionnaires to capture student perceptions and satisfaction, and semi-structured interviews with instructors to obtain reflective pedagogical insights. Additionally, document analysis was conducted on learning materials, student assignments, and learning analytics retrieved from the Xuexitong platform.

Data were analyzed through thematic content analysis, a method appropriate for identifying key patterns and themes from qualitative data (Braun & Clarke, 2006). Quantitative data from the questionnaires were processed using descriptive statistics to support and triangulate qualitative findings. Triangulation of data sources and methods ensured the credibility and trustworthiness of the study (Creswell & Poth, 2018). The methodological approach used in this study offers a practical and replicable model for integrating digital innovation into management education, aligning with current trends in higher education reform.

C. Results and Discussion

1. The Principal Issues Inherent in the Current Teaching Model of the "Marketing Planning" Course

Regarding the teaching content, the renewal of enterprise marketing cases has been notably sluggish

First of all, the content of current marketing planning courses in higher education institutions mainly centers around the "4P marketing theory". However, the cutting-edge methods and models in emerging fields such as digital marketing have not been promptly incorporated into the teaching system. This has led to a situation where the teaching content lags behind the development of the industry. In addition, many textbooks and cases have not been updated for an extended period. There is a lack of enterprise practice cases that integrate emerging technologies and innovative concepts, making it challenging for students to adapt the marketing knowledge they have acquired to the actual requirements of enterprises engaging in digital marketing in the new era (Liang Yan, 2023). Secondly, due to the fact that some students have a shaky foundation in professional knowledge and lack the ability to solve practical problems, when confronted with enterprise problems of a certain level of complexity, they often find themselves at a loss. They are unable to effectively utilize the knowledge learned in class for systematic analysis. This is manifested in a relatively high degree of dependence and a low level of active thinking and innovation capabilities, which restricts the individualized development of their professional competencies. Thirdly, as an important educational concept put forward by China in the field of higher education in recent years, ideological and political education integrated into courses requires that various courses assume the responsibility of cultivating students' moral character and fostering their all-round development while imparting professional knowledge (Cai

Manyuan, 2022). Nevertheless, in traditional marketing planning classroom teaching, some instructors overly emphasize the dissemination of knowledge and skills, neglecting to guide students' ideological and moral cultivation. Meanwhile, instructors do not adequately explore the ideological and political elements embedded in textbooks. As a result, they fail to organically integrate ideological and political education with professional content. This causes ideological and political education to become superficial and difficult to be truly internalized as students' value orientation, thereby undermining the effectiveness of ideological and political education integrated into courses (Sun Mengyang & Feng Lanhui, 2024).

In terms of teaching methods, the teaching model is relatively homogenous

Marketing falls under the category of management majors. Graduates nurtured in this field are primarily oriented towards a diverse range of enterprises and public institutions, where they are engaged in activities such as market research, market analysis, marketing planning, brand operation, sales management, and market expansion. As a core compulsory course within the marketing major, "Marketing Planning" encounters numerous challenges during the teaching process. Firstly, constrained by the limited number of class hours, instructors often adopt a relatively uniform teaching approach. Typically, they rely on PPT presentations to deliver content in a didactic manner, focusing on the aforementioned professional tasks. Even when leveraging multimedia teaching tools, the materials presented mainly consist of slides filled with extensive text, with limited integration of diverse elements such as images, animations, or videos. This approach proves ineffective in stimulating students' enthusiasm and initiative for learning (Li Guilong & Sheng Hui & Gulizar Aisaiti, 2024). Secondly, with the arrival of the "Internet +" era, marketing models have exhibited novel characteristics and development trajectories. Nevertheless, in the realm of teaching practice, the application of modern information technologies, including artificial intelligence, cloud computing, and big data, often remains at a superficial level. There is a lack of genuine and in - depth integration within the context of course teaching (Shi Chengzheng, 2023; Zhang Rui,2024).

Within the context of practical teaching, the cultivation of students' marketing practical capabilities remains inadequate

First and foremost, owing to the inadequate provision of digital teaching resources in educational institutions and the relatively homogeneous nature of talent cultivation programs (Sheng Xiaofeng, 2024), the traditional pedagogical model places a disproportionate emphasis on the dissemination of theoretical knowledge. It lacks an effective framework for translating theoretical concepts into practical scenarios (Chen Mimi & Li Minrui, 2024). Consequently, this approach overlooks the development of students' marketing practical skills and innovative thinking, rendering it arduous for students to meet the real-world requirements of enterprise development. Secondly, in the realm of contemporary marketing education within higher education institutions, the allocation of practical teaching hours remains relatively limited. Typically, classroom simulation exercises are merely organized subsequent to the conclusion of theoretical courses. This approach falls short of establishing authentic professional settings, thereby creating a substantial disparity from the intricate and dynamic market environment. As a result, students encounter challenges in accessing the latest market intelligence and struggle to gain a profound understanding of the actual dynamics of business competition. Thirdly, there exists a notable absence of profound collaboration between higher education institutions and enterprises. Enterprises exhibit a subdued level of enthusiasm and motivation in engaging in educational synergy initiatives, thus failing to offer corresponding marketing practical training programs and experiential learning spaces. Additionally, although certain higher education institutions have incorporated internship components into their curricula, enterprises often assign students to manual labor positions primarily driven by their own commercial interests, with

limited consideration given to the students' professional development needs. This restricts students' exposure to marketing planning and related tasks, impeding the creation of opportunities for enhancing their professional capabilities (Zhong Nana, 2023). Consequently, this has a detrimental impact on graduates' ability to adapt to the workplace and undermines their competitiveness in the job market.

Regarding the assessment approach, a comprehensive evaluation system that encompasses the entire teaching process has not been established yet

First, the teaching evaluation subject demonstrates a characteristic of "mononization." In the teaching evaluation of traditional marketing planning courses, instructors have consistently assumed a dominant position as the primary evaluation subject. Nevertheless, this model overlooks the roles of other evaluation subjects, including student self - evaluation, peer - to - peer evaluation among students, and group - based peer evaluation, which are all forms of diversified evaluation (Li Feiqin, 2022). Second, the teaching evaluation content tends towards "oversimplification." The cultivation of students' capabilities is a systematic undertaking. However, the traditional course assessment method typically composes the overall score from the final - exam score (accounting for 60%) and the regular - assessment score (accounting for 40%). The regular - assessment score is mainly determined by classroom performance, after - class assignments, and attendance. The final-exam score is often manifested as a written examination or the composition of a marketing plan (Li Feiqin, 2022). There is an insufficient emphasis on effectively evaluating the process-based learning outcomes, such as case discussions, group activities, and practical projects. This situation results in relatively low student engagement in both classroom and practical sessions. Third, the teaching evaluation methods are relatively outdated. The current teaching evaluation system has not yet effectively adapted to the development trend of educational informatization. Specifically, it overly relies on simplistic quantitative scoring methods and fails to make full use of intelligent teaching platforms such as "Xuexitong" and "Yuketang" to conduct scientific monitoring and quality assessment of marketing planning classroom teaching.

2. The Optimization of Teaching Methods for the Course of "Marketing Planning"

Regarding the teaching content, the renewal of enterprise marketing cases has been notably sluggish

SPOC (Small Private Online Courses) is an instructional model that seamlessly integrates in-class teaching with online learning (Huang Qi, 2021). By leveraging online resources and real-world enterprise marketing cases prior to class, it stimulates students to engage in self-directed learning. In the physical classroom, the emphasis shifts to facilitating discussions, promoting collaboration, and providing personalized guidance, thereby revolutionizing the traditional classroom teaching approach. In consideration of the unique characteristics of the "Marketing Planning" course, this paper puts forward a SPOC-based flipped classroom teaching model of "Learning Pass + Physical Classroom" with the orientation of "ability cultivation". It aims to explore a novel integrated teaching model that aligns with the talent-cultivation objectives of the "new business" discipline. This innovative model, namely the integrated teaching system of "Learning Pass - Enterprise Marketing Cases - Project-based Teaching + Flipped Classroom - Ideological and Political Education Integration in Courses - Holistic Process Assessment" (as presented in Graph 1), is designed to enhance educational effectiveness.

The pedagogical implementation of the SPOC-based flipped classroom principally encompasses the following five phases:

Conduct a pre-study on the Xuexitong platform

Fully exploit the functionalities of the Learning Pass platform, which encompasses pre - class preview, task allocation, questionnaire surveys, and thematic discussions. These features are designed to facilitate students' independent learning endeavors and brainstorming activities. Instructors are enabled to monitor, in real - time, students' progress during the pre - class preview phase and identify areas where students may be experiencing difficulties in comprehension. By systematically gathering students' queries, educators can then offer highly targeted guidance during subsequent in - class sessions. This approach ensures that teaching efforts are optimized to address the specific needs and challenges encountered by students, thereby enhancing the overall effectiveness of classroom instruction.

Incorporating Disciplinary Frontiers and Conducting Enterprise Marketing Case Analyses

Integrate cutting-edge disciplinary content into the teaching process while conducting in-depth case analyses of enterprise marketing. In the context of technological advancements such as "big data," "Internet +," "cloud computing," and "artificial intelligence," the teaching content of the "Marketing Planning" course is meticulously updated. This update not only reflects the contemporary nature of the field but also showcases its forward-looking aspects, ensuring that students are exposed to the most relevant and emerging concepts. Moreover, by integrating traditional teaching methods with online resources, educators can design teaching activities centered around classic or recent enterprise marketing planning cases. This approach stimulates students to engage in active thinking and fosters a high level of enthusiasm for participation. Consequently, it significantly enhances the interactive dynamics within the classroom, creating a more vibrant and effective learning environment.

Integration of Project-based Teaching and Flipped Classroom Approach

Centered around diverse planning themes and in accordance with the specific requirements of enterprises, students are organized to compose marketing planning reports. These reports cover multiple specialized topics, including product launch planning, brand planning, distribution channel planning, advertising planning, public relations planning, and sales promotion planning. This teaching segment is strongly practice - oriented and serves as an extended application of real - world enterprise cases. It allows students to gain hands - on experience and develop practical skills that are directly applicable to the professional marketing environment. Students adopt a project - driven learning approach, actively engaging in in - depth exploration and analysis of each project. Through group presentations and exchanges either in the physical classroom or within the online discussion forums, students can share their insights, findings, and innovative ideas. This interactive process not only enhances students' understanding and mastery of knowledge but also realizes the transformation of the traditional teaching process, effectively promoting the active participation of students in the learning process and cultivating their comprehensive capabilities such as teamwork, communication, and problem - solving.

Integration of Ideological and Political Education Elements into the Curriculum

On one hand, throughout the entire teaching process, educators should guide students to closely monitor national macro - policies and social reality issues. By leveraging current affairs and topical events, students' planning perspectives can be broadened, inspiring them to formulate marketing plans with positive value orientations. This approach not only equips students with professional knowledge but also instills in them a sense of social responsibility and moral integrity (Zhang Rong, 2022). On the other hand, digital technologies such as "Internet +" and artificial intelligence can be employed to showcase China's remarkable achievements in brand building and the continuous progress in marketing innovation. This exposure aims to cultivate students' national pride and cultural confidence, thereby enhancing their sense of national

identity and a deeper appreciation of their cultural heritage. Furthermore, in the teaching of each chapter, core values such as green consumption, rational consumption, reasonable pricing, fairness and justice, mutual benefit, win-win outcomes, and positive guidance should be seamlessly integrated. This integration serves to reinforce students' professional ethics and their awareness of social responsibilities, enabling them to become well-rounded professionals who not only excel in their fields but also contribute positively to society (Yao Chenjing, Song Sha, & Li Mei,2022).

Implement Multi-dimensional Evaluation

Throughout the Entire Process. In order to comprehensively evaluate both students' learning processes and teachers' teaching effectiveness, a strategy integrating online and offline data is adopted. For the online segment, the evaluation draws on platform-recorded data. This includes metrics such as the duration of students' engagement with teaching videos, their performance in completing quizzes, and the accumulation of points. These data enable dynamic monitoring of students' learning progress and provide immediate feedback, allowing for timely adjustment of teaching strategies as needed. The offline evaluation, conversely, places emphasis on a range of aspects. It includes students' in-class performance, their ability to analyze cases, the quality of project presentations, and their performance during project defenses. The evaluation is carried out by multiple entities. Course instructors, with their in-depth knowledge of the curriculum, play a central role. Enterprise mentors, bringing real-world industry insights, contribute valuable perspectives. Additionally, students are encouraged to engage in self-evaluation, promoting self-reflection and growth, while peer evaluation within groups fosters teamwork and mutual learning. By integrating and analyzing data from across the entire teaching and learning process, and from multiple evaluative perspectives, this approach provides a scientific foundation and practical insights for enhancing teaching quality. This holistic evaluation method not only gauges the effectiveness of current teaching practices but also serves as a guiding tool for continuous improvement in educational delivery.

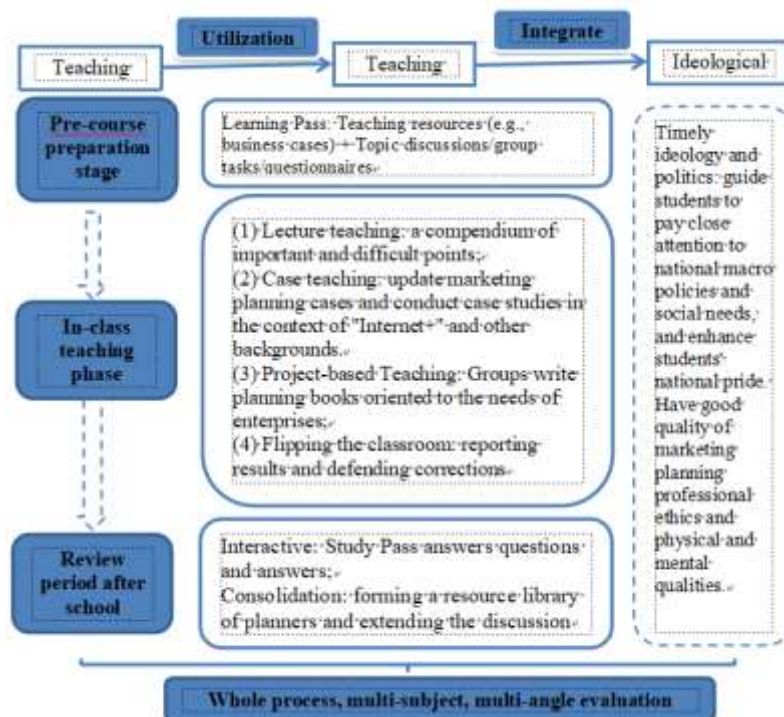


Figure 1. The construction of "SPOC flipped classroom" teaching model

The Implementation of the Course "Marketing Planning"

The reconstructed course content is integrated with the "SPOC flipped classroom" teaching model. This approach places greater emphasis on cultivating students' learning autonomy and enhancing their professional capabilities to develop marketing plans that align with the real-world requirements of enterprises.

(1) Pre-class preview is conducted through the "Xuexitong" platform. One week prior to the class session, instructors distill 1 - 3 key points and challenging aspects based on the teaching syllabus. Leveraging the "Xuexitong" platform, they disseminate video (or courseware) materials and exemplary cases of corporate marketing activities to students. This encourages students to independently analyze and summarize the core elements of the thematic planning reports. Instructors can then monitor students' pre-class preparation progress via the platform's backend, enabling them to optimize in-class teaching content with greater precision. Taking the "New Product Launch Planning" module as an illustrative example, the instructional emphasis within this segment is to enhance students' proficiency in formulating marketing plans for new products. This segment is to enhance students' proficiency in formulating marketing plans for new products. The key challenge lies in enabling students to master the fundamental structures and content frameworks of both new product marketing plans and new product launch plans. Initially, by presenting the complete process of the classic case study, "Farmer's Orchard: Shaping the Product Image," instructors assist students in discerning the distinctions between new product launch planning and corporate plans, feasibility reports, and research reports. Concurrently, thought-provoking questions are posed: How did "Farmer's Orchard" formulate its product strategies across dimensions such as product taste, advertising campaigns, packaging design, product volume, concentration levels, and pricing? In the context of the "Internet +" era, if you were at the helm of "Farmer's Orchard," what strategies would you employ to ensure the product's successful market penetration? Furthermore, students are guided to engage in deeper contemplation: What are the crucial components that constitute the basic structure of a new product launch plan? What, in your opinion, are the decisive factors for the successful development of a new product? How can one guarantee the innovativeness and feasibility of a new product? Through the educational resources furnished by the "Xuexitong" platform, students are empowered to pre-emptively acquire fundamental knowledge, comprehend the concept of new products, explore their development trajectories, and gain a preliminary understanding of the core aspects of new product development planning and launch planning.

(2) The offline classroom is centered around the in - depth teaching of key and challenging content. With respect to the theoretical procedures associated with new product development planning and market launch planning, instructors carry out a systematic classroom - based instructional approach. By analyzing students' discussions of enterprise case materials on the "Xuexitong" platform, instructors can organize teaching content in a highly targeted manner. For instance, after presenting the case study of "Establishing the Product Image of Farmer's Orchard" during the pre - class preview phase, students posed a question in the platform's discussion forum: "How can one generate novel ideas for product improvement?" In response, instructors provide a comprehensive explanation in class, integrating relevant concepts from Chapter 2, "The Generation of Creative Ideas". Moreover, instructors place particular emphasis on elaborating the crucial steps of new product market launch planning, enabling students to thoroughly understand and master the fundamental structures and writing methodologies of both enterprise marketing plans and new product market launch plans. For knowledge points that students do not spontaneously address, instructors adopt a self - questioning and answering strategy to draw students' attention. For example, they might pose the question: "How does one determine the feasibility of a new product launch?" Instructors then explain that the feasibility

of a plan can be gauged through budgetary considerations (including sales volume projections and marketing cost budgets) and effectiveness evaluations (such as profit - loss analyses). This approach aims to help students comprehend how to apply theoretical knowledge to practical planning tasks, thereby enhancing their autonomous learning capabilities and sense of accomplishment. Simultaneously, ideological and political education elements are seamlessly incorporated into the curriculum. In the context of this case - based teaching, students are encouraged to embrace innovation, respect market principles, and set reasonable prices when formulating planning documents. Additionally, students are guided to cultivate a rational consumption mindset as consumers. During the teaching process, students can utilize their mobile devices to send feedback via the "Xuexitong" platform in the form of bullet comments. These comments may include innovative suggestions regarding new product design, transportation modes, brand strategies, and marketing techniques. This interactive mechanism enables multi - dimensional communication between instructors and students, thereby enhancing students' engagement in the classroom and the overall effectiveness of the teaching. Towards the conclusion of the classroom session, instructors construct a mind map centered on the core processes of new product development planning and market launch planning. By integrating specific chapter content, this mind map aids students in clearly reviewing the key knowledge framework covered in the class. Moreover, instructors assign discussion topics for the subsequent flipped classroom, effectively paving the way for the next phase of learning.

(3) Integration of Project - Based Teaching and Flipped Classroom. The flipped classroom teaching model is employed to guide students in applying the knowledge they have acquired to address practical issues. This serves as the core element in attaining the "competency - oriented" talent cultivation objective. The practical training segment is structured as follows: centered around a distinctive agricultural or sideline product from students' hometowns, a competition for new product development planning and market launch planning is organized. Initially, students are required to gather market intelligence related to the industry of the chosen agricultural or sideline product. This involves conducting on - site investigations and competitive analyses. Leveraging project - based teaching methodologies, they design activity blueprints, finalize product brand strategies, and formulate new product launch plans. By following the procedures of new product launch planning, students systematically organize and apply relevant theoretical concepts to compose comprehensive planning proposals. Subsequently, the project implementation phase commences. Each group, consisting of 4 to 6 students, undertakes the task of new product development planning for a particular agricultural or sideline product from their hometowns. In this process, instructors assume a guiding role, offering assistance to students in refining their planning concepts. The final outputs are presented either in the form of PPT presentations or web pages. Finally, in the physical classroom setting, each group is given the opportunity to showcase their achievements. Other groups actively participate through discussions, peer evaluations, and question - answering sessions. This promotes students' independent learning, proactive exploration, and collaborative interaction. As a result, the traditional teaching paradigm of "instructor - led lectures with passive student reception" is transformed into a flipped classroom model characterized by "teacher - student interaction and student - student collaboration". This effectively converts the knowledge acquisition process into one of cultivating the ability to solve real - world corporate challenges. Simultaneously, ideological and political education elements are seamlessly incorporated into the curriculum. During the planning process, students are encouraged to focus on the variety, characteristics, and underlying cultural contexts of their hometown specialties. This not only strengthens their sense of identity and attachment to local culture but also evokes their patriotism and sense of social responsibility.

(4) Integration of Review & Consolidation with Tutoring & Q&A. Students are enabled to review classroom courseware and access key content via the "Xuexitong" platform. Leveraging tools such as mind maps, they can systematically organize the knowledge they have acquired. Moreover, by completing the after-class assignments disseminated by instructors, students can conduct self-assessments and evaluate the effectiveness of their learning. Subsequently, upon the completion of their planning reports, each group undertakes a series of activities. This includes presenting their work through PPT, engaging in peer evaluations among groups, and receiving guidance from instructors for refinement. Eventually, the finalized outcomes are uploaded to the "Xuexitong" platform. This not only enriches the students' extended resource repository but also facilitates mutual learning and knowledge sharing among peers. During the concluding phase of project-based instruction, part-time enterprise mentors, drawing on the practical requirements of the industry, offer professional critiques and guidance on the planning reports. They put forward targeted suggestions for improvement, aiming to enhance the students' understanding and application of knowledge. Simultaneously, exemplary planning proposals are carefully selected and presented as model cases. This serves as an incentive for students to translate theoretical insights into practical applications, thereby propelling the integration of industry and education. By doing so, it fosters the coordinated development of the educational and industrial sectors, ultimately establishing a symbiotic ecosystem that mutually benefits teaching and industry.

3. Optimized Version: Mechanism of Whole-Process Teaching Evaluation and Assessment

In the context of "Internet +," the performance assessment system for the Marketing Planning course integrates online platform assessments and offline classroom evaluations. This system encompasses five dimensions: Process - Oriented Evaluation, Student Self - Assessment, Instructor Evaluation, Evaluation by Part - time Enterprise Mentors, and Intra - group Evaluation. Such a multi - faceted evaluation approach enables a more comprehensive and objective reflection of students' learning achievements. Regarding the course design, the recommended weightings for these five components are as follows: Instructor Evaluation constitutes 40% of the total assessment, Evaluation by Part - time Enterprise Mentors accounts for 5%, Process - Oriented Evaluation takes up 35%, and the combined proportion of Student Self - Assessment and Intra - group Evaluation is 20% (For a detailed illustration of the performance assessment system, refer to Graph 2). The indicators for Process - Oriented Evaluation are divided into online and offline aspects. Online data includes attendance records, in - class point accumulation, homework completion status, and performance in periodic quizzes. Offline performance evaluations consider factors such as the frequency of classroom participation, the quality of case presentations, and the effectiveness of project outcome demonstrations. Student Self - Assessment involves an evaluation of classroom engagement, understanding of key knowledge points, and reflections on practical training experiences. Instructor Evaluation is based on a comprehensive consideration of individual exam scores, the quality of group reports, and the accomplishment of practical training tasks. Part - time Enterprise Mentors assess the quality of group - developed planning documents. Intra - group Evaluation focuses on aspects such as the overall performance of the group, the spirit of teamwork, and the individual contributions made within the group. In contrast to traditional course assessment systems, where Instructor Evaluation often accounts for over 60% of the total, this innovative system significantly reduces the proportion of Instructor Evaluation. Moreover, it introduces two new dimensions: Student Self - Assessment and Intra - group Evaluation. Leveraging the accurate data recording and analysis capabilities of big data technology, instructors can gain a comprehensive understanding of the entire dynamic learning process of students. This allows them to identify areas where students may be struggling and provide

targeted instructional guidance. Based on these insights, instructors can also optimize their teaching strategies.

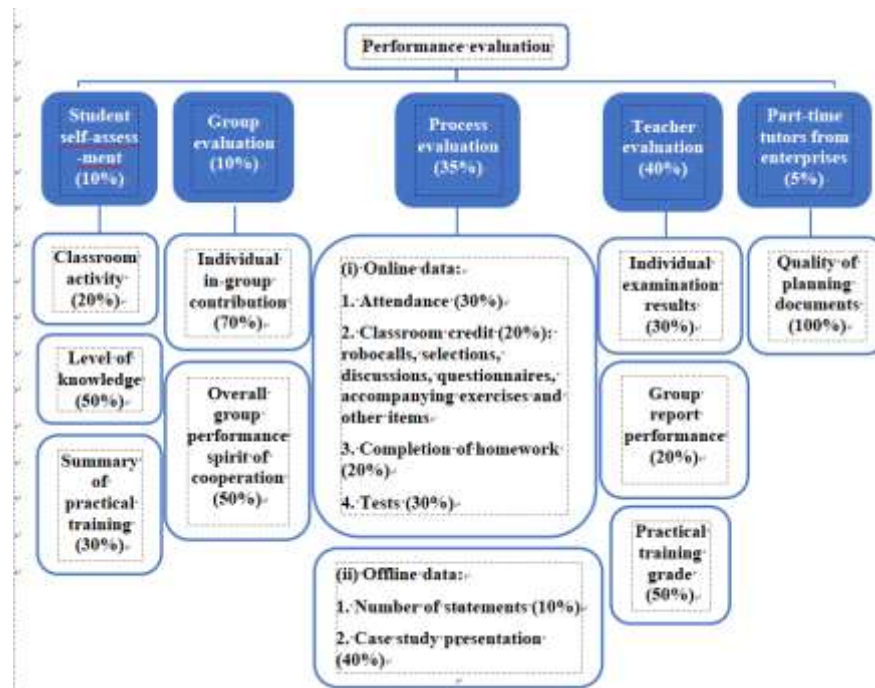


Figure 2. Achievement evaluation system

D. Conclusion

In the context of "Internet +", this study takes the marketing planning course as its research subject. Leveraging the "Xuexitong" platform, it reconstructs the traditional classroom teaching model and establishes an integrated teaching approach that combines the "SPOC flipped classroom" with "project-based learning". During the teaching implementation phase, students utilize the "Xuexitong" platform to independently study theoretical knowledge prior to class. In the classroom, they focus on project-based practical operations and case discussions. After class, they further reinforce the knowledge they have learned and gradually develop a specialized planning resource repository. Concurrently, instructors incorporate cutting-edge disciplinary content and elements of ideological and political education seamlessly into the teaching process. This effectively enhances students' planning thinking capabilities and overall competencies. The findings of this research can offer both theoretical underpinnings and practical references for the teaching reforms of the "Marketing Planning" course and related curricula.

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