



# Research and Practice on the Teaching Model of Taking Inter-university Credit—Taking *Marketing* Course of Marketing Major in Liaoning University of International Business as an Example

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Wenxiao Hu

School of Management, Liaoning University of International Business, Dalian, Liaoning, China.

## Abstract

Chairman Xi made an important speech during his visit to Tsinghua University, "The world-class university we want to build is a first-class university of socialism with Chinese characteristics". Promoting the high quality development of the university needs to rely on the joint efforts of all teachers and students, and the taking inter-university credit teaching model is a catalyst to promote the construction of the university curriculum system. By developing this teaching model, teachers' teaching standards and effectiveness can be greatly enhanced, and students can access quality courses in major universities without having to leave their own university, gaining access to better educational resources and laying a more solid foundation for their future development. Liaoning Department of Education is also actively implementing pilots of taking inter-university credit program to ensure that the Liaoning Taking Inter-university Credit Project achieves high quality development. By exploring the taking inter-university credit teaching model for the *Marketing* course at Liaoning Institute of International Business, students can improve their ability to think independently, analyse and solve problems, and communicate and collaborate with each other as a team.

## Keywords

Taking inter-university credit, teaching models, marketing

## Introduction

Taking inter-university credit is an innovative teaching mode in which universities have already launched a large number of quality courses in the early stage and rely on a third-party network education management platform, so that students can cross the barrier of distance and choose quality courses from other universities on the Internet for independent study and discussion, and pass the performance assessment at the end of the course, and the university can recog-

nize the credits after the audit is correct (Chen Dongyu, 2017). In 2018, the Ministry of Education proposed that one of the measures to speed up the construction of a long-term mechanism and institutional guarantee for revitalising undergraduate programmes is to "improve the online credit recognition system". Open courses credit recognition system, promote mutual recognition of credits, and promote the common construction and sharing of high-quality resources". The Liaoning Provincial Department of Education has responded positively to the call of the Ministry of Education and started a pilot project on taking inter-university credit study in general universities at an early stage, and with the attention of the Liaoning Provincial Department of Education (Wang Ziru, 2022), certain progress and results have been achieved. Based on this, Liaoning University of International Business has also tried out the teaching model of taking inter-university credit in the *Marketing* course, and has made some reforms in its implementation.

## **1. Teaching practice of taking inter-university credit for Marketing course**

### **1.1 Current status of implementation**

*Marketing* is the core course of marketing major in Liaoning Institute of International Business. Since 2018, the major of Marketing has actively responded to the call of the provincial education department to open an innovative teaching model of taking inter-university credits. The course is selected from *Marketing* of Dalian Minzu University and the course resources are also provided by Dalian Minzu University, Beijing Century Chaoxing Information Technology Development Cooperation provides the network platform, which is Chaoxing Learning Communication Platform.

Students are offered this course in the second semester of their first year at university for a total of 32 credit hours and 2 credits. The credit hours and materials used for the *Marketing* course selected from the platform are basically the same as those of our university. The *Marketing* lecture team makes full use of the content of the online course on the platform to combine the courses from the two schools in a planned and designed manner, arranging for students to complete a comprehensive and interactive learning process of online learning, online discussions and roadshow presentations on the platform in accordance with the class requirements, and incorporating the viewing of course videos, class quizzes, participation in discussions and completion of assignments from the online learning into the final grade (Chen Wei, 2021).

### **1.2 Implementation advantages**

Firstly, the taking inter-university credits in *Marketing* course can effectively achieve the sharing of resources, thus promoting the balance and equity of education. The teaching practice of taking inter-university credits relies on the province's strengths in the subject's faculty and quality educational resources, it has a curriculum system with professional advantages that can provide the best learning model for students, thus achieving complementary advantages and inter-university sharing. Through Internet learning, students can easily study the *Marketing* course from Dalian Minzu University without leaving the school, get the opportunity to communicate face-to-face with teachers through the online learning platform, so that resources can be optimised to the greatest extent.

Secondly, the implementation of the inter-university credit system for *Marketing* has led to a change in the traditional marketing classroom teaching approach, achieving a shift in both teachers and students. By establishing an inter-university course team and forming a student-centred teaching model, we break down inter-university barriers, promote communication and cooperation between teachers and students, facilitate a shift from knowledge transfer to competency development, and guide a shift from a classroom-based teaching method to one that combines online and offline teaching (Jiang Hongxia, 2017).

Thirdly, taking inter-university credit provides students with a variety of learning methods, allowing them to interact, discuss, ask questions and complete assignments on the platform to better meet their individual learning needs. Inter-university courses allow students to study more conveniently and flexibly, as well as break through the constraints of time and space to study anywhere and anytime. Not only are they able to enjoy the presence of teachers from other universities, but they are also able to develop teaching programmes tailored to their own learning and digestive abilities, thus achieving innovation in the talent training model.

In order to better reflect the sharing of quality resources in education and to achieve the goal of talent training, activities of taking inter-university credits have emerged at the right time, with universities opening up some of their own resources for quality courses with special features after careful selection. The teaching and learning process is transformed from textbooks to online resources, and this approach will also have a positive social leadership and demonstration effect.

### 1.3 Implementation phase

In accordance with the regulations of the Liaoning Provincial Education Department on the implementation of taking inter-university credit, and based on the teaching plan of the *Marketing* course, the course team has developed a specific implementation plan for taking inter-university credit, which is divided into the following four stages.

The first stage is to form a team and make preliminary preparations. In order to ensure the smooth implementation of the work of taking credits across schools, the teaching team performed their duties and set up a special working group to work with the course construction team, course user team and network technology platform team on how to promote the pilot work of taking inter-university credits. A consensus was formed, and according to the characteristics of this year's students, a special cross-school credit work plan was formulated for this academic year's *Marketing* course.

The second stage is teacher training and experience sharing. Liaoning University of International Business conducts regular shared classroom training every year, including the use of online teaching software, flipped classrooms, innovations in hybrid teaching models, etc., to ensure that teachers can promote cross-school study while mastering basic theoretical knowledge. carry out. Teachers who use the class not only join the school's "inter-school communication group for cross-school study", but also establish a "cross-school student exchange group for marketing studies" to facilitate communication between teachers and teachers, and between teachers and students.

The third stage is platform learning and flipped class. In the past, the class was mainly based on the teaching of teachers' knowledge. Through the inter-university study mode, it has been transformed into a student-centered class to realize the real interaction between "teaching" and "learning". Students can choose a variety of learning methods such as independent learning, cooperative learning, and inquiry learning according to their own conditions, and watch videos, participate in discussions, and complete homework on the platform. Teachers regularly arrange flipped classes, hand over the class to students, and face-to-face with students communicate.

The fourth stage is comprehensive evaluation and comprehensive assessment. After the course is over, the final assessment of students adopts a combination of process assessment and summative assessment. Process evaluation is to evaluate the effect of online learning, classroom discussion, and interactive learning process. Using the background statistics function of "Chaoxing", teachers can see the online learning situation of all students, so as to improve the accuracy of comprehensive evaluation of students. Summative assessment refers to a form in which students use the knowledge they have learned to solve practical problems in the final exam, such as writing a business plan, simulation exercises, etc.

## 2. Problems with the teaching model of taking inter-university credit

### 2.1 The phenomenon of students brushing classes is obvious

During normal lectures and daily questions we find that students are not familiar with the knowledge in the online videos, while the platform backend clearly shows that students have watched all the online courses, which means one thing: students are not attentive when watching the learning videos, and there is the phenomenon of brushing up on their lessons. Students are overly motivated by the pursuit of marks or develop an aversion to opportunistic learning, resorting to completing the online process by quickly skimming the course content, gaining knowledge directly from the answers, or even using external professional tools. Not only does this contradict the idea of learning with integrity, but it also seriously hinders the development and progress of students' creative abilities.

### 2.2 Lack of communication and interaction between students and teachers

In a regular face-to-face class, the teacher will design a variety of interactive and flipping methods based on the content of the class, and will communicate with the students through body language and eye contact to build a 'classroom community'. As the saying goes, "Being a teacher by example", a teacher's behaviour is a benchmark for students' development. In the method of taking inter-university credit, students are not facing with a live class, but with a cold screen and repetitive voices, it makes difficult for teachers to receive real-time feedback from students and to tailor their teaching and coaching to their specific needs. With this one-way learning approach, there is no interaction and communication between students and teachers, and students' interest in learning is greatly reduced.

### 2.3 The effectiveness of the flipped class needs to be improved

Online learning is now one of the most widely used models of education. However, students have not yet fully adapted to this new teaching and learning model, which has led to a number of challenges and problems in online learning. Student learning in the flipped class model still needs to be improved. The flipped class places a new require-

ment on students: they need to study before class, prepare and complete the tasks set by the teacher in advance, and for students with low self-management skills, there is a risk that they will not be able to complete the course tasks independently, thus affecting their learning outcomes. In preparation for the flipped class, students are required to watch online videos, which can lead to a lack of clarity in understanding the videos, a lack of thorough preparation for the tasks in the flipped class, and a lack of motivation and coping in the flipped class.

#### **2.4 There are deficiencies in the evaluation settings of the platform**

The online platform for taking inter-university credit allows students to study anywhere and at any time, but there are certain flaws in its assessment settings. For example, in the setting of fill-in-the-blank questions, students must fill in exactly the same as the answers before they can score. As a result, students lack flexibility and guess the standard answer settings when filling in the answers, instead of doing their own thinking and reasoning. In the setting of discussion questions, students' answers are all visible to the outside space, resulting in students' similar answers and lack of thinking. In this case, students may answer questions just to complete the assignment, instead of really thinking about the questions and expressing their own independent opinions.

### **3. Responses to the teaching model of taking inter-university credit**

#### **3.1 Enrich the learning content, so that students can go from "to learn" to "want to learn"**

In response to the phenomenon of students brushing up on their lessons, teams of teachers should take a series of measures to curb the bad learning culture by enriching course content, adding course summaries and setting up intermittent tests for courses in a variety of ways in order to guide students to actively engage in learning and move from learning to actually wanting to learn. At the same time, through mental health education and integrity education, students should be encouraged to actively adjust their own mindset and establish a correct concept of learning, recognising that learning is a continuous and active process and that marks and superficial grades should not be pursued only.

In addition, parents and the society should also work together to provide students with a more comprehensive growth environment. Parents should pay attention to their children's learning situation, help children establish correct learning concepts, and guide children to actively learn. The society should encourage students to participate in more practical activities, improve students' practical ability and innovation ability, so as to help students establish a correct outlook on life and values.

#### **3.2 Effective combination of online and offline to compensate for the drawbacks of the model**

A combination of online and offline model of taking inter-university credit can effectively compensate for drawbacks of the single directional interaction. In order to solve the problem that students have little interaction with online courses and cannot communicate directly with teachers, teachers can set up some class sessions before the class. For example, by summarising the course outline for students to easily view when watching; by setting up diverse forms of interaction while watching, such as online discussion and group work, to encourage students to participate in interaction and improve their learning motivation; and by incorporating course cases after class to deepen students' understanding. At the same time, teachers can also communicate with students in real time through online communication tools, such as email, WeChat groups and QQ groups, to solve students' problems and confusion.

#### **3.3 Integrate a variety of teaching methods to allow students to take the initiative in the classroom**

*Marketing* is a science that systematically studies the regularity of marketing activities, which involves various aspects of the marketing environment, consumer psychology, consumer markets and consumer buying behaviour. Teachers can select some novel and innovative representative marketing cases, and through a combination of case teaching and classroom discussion, students can conduct in-depth analysis and discussion in class, and students can gain a deeper understanding of the problems and solutions in the cases, thus stimulating students' interest and thinking. Through a combination of case teaching and problem solving, teachers can use the cases to give students a deeper understanding of the course content. In the process of practice, teachers can guide students to discover and ask questions independently, and then encourage students to collaborate and discuss among teams, participate in cases and simulate business operations between teams, and jointly find methods and ways to solve problems, so that students can participate more actively in class.

#### **3.4 Strengthen the platform and improve its quality**

A high-quality service platform is the basis and guarantee for the realization of taking inter-university credit. In the

platform assessment, the design of the fill-in-the-blank questions should be able to fully reflect the students' mastery of knowledge points, rather than just emphasizing the students' memory ability. The platform can make appropriate adjustments to the scoring standards for filling in the blanks. For example, for some error-prone vocabulary, multiple correct answers can be given, or a certain error tolerance rate can be set; when setting discussion questions, students can be divided into groups to discuss and encourage them to communicate and discuss in the group, and let the group report the results of the discussion at the end. In addition, the online platform also needs to carry out scientific and comprehensive consideration of the evaluation of students' learning effects, and should also adopt a variety of other evaluation methods, such as case analysis, experimental reports, lecture recordings, group projects, etc., to stimulate students' learning, thinking and creativity.

#### 4. Conclusion

For the same *Marketing* courses, when the teaching mode of taking inter-university credit is adopted, students can not only learn the teaching content taught by the teachers of the school, but also learn the course resources of Dalian Minzu University with the help of the Liaoning Provincial Golden Course Platform. The learning space is wider, and the learning resources for students are more abundant. It improves the knowledge and vision of students, and high-quality teaching resources shared with each other and mutual recognition of credits. During the teaching process, teachers from both sides can discuss and communicate with each other, learn each other's advanced teaching methods and methods, realize the cooperative teaching of equality, mutual benefit and complementary advantages between institutions, and promote the openness, fairness and balance of higher education develop. Relying on the Liaoning Provincial Gold Class Platform, universities jointly build a diverse and flexible learning environment and atmosphere, and carry out rich and colorful learning forms. Teachers distribute tasks before class, students learn, explore, analyze and solve problems independently under the guidance of "task-driven" and "interest-driven". The teaching process is extended from the simple relationship between teachers and students to between students and students, between students and the Internet platform, so as to mobilize the initiative and enthusiasm of students in learning. It not only helps students develop the ability to discover, ask and solve problems, but improves the communication and exchange between teachers and students.

In the first semester of the implementation of the teaching model of taking inter-university credit, students have achieved better results and the overall failure rate has been greatly reduced. In the future, the *Marketing* course team will continue to fully integrate the course construction with the teaching model of taking inter-university credit, innovate teaching methods, improve teaching modes, realize two-way teaching, strengthen practical teaching, further promote the transformation of students from theoretical knowledge to applied practice, and better help Liaoning University of International Business achieve the goal of training applied talents (Yao Dongyu, 2022).

#### Fund Project

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