

Mixed Teaching Model of Tourism Online Marketing Based on SPOC

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Abstract: Nowadays, in the era of rapid development of information network, tourism network marketing has made a huge impact on the traditional tourism marketing mode, and tourism network marketing has gradually become a major mode of tourism marketing in China. In this context, tourism network marketing education is particularly important. Under the information environment, the static and traditional dogmatism classroom teaching mode can not meet the personalized learning needs of learners. The new era of teaching reform requires the use of information technology for teaching services, so that the mixed teaching mode becomes the mainstream of information teaching mode. SPOC is an effective supplement to the popular MOOC model, which makes up for the shortcomings of the traditional teaching mode and has received warm attention. Based on this, this paper puts forward the research on the mixed teaching mode of tourism network marketing based on SPOC, and verifies the reliability of the mixed teaching mode of tourism network marketing based on SPOC by setting up a comparative experiment. The experimental results show that the average score of the experimental class has been significantly improved by 9.12 points, while the average score of the control class has only been improved by 3.71 points. The experimental results show that the model can improve students' interest and actively participate in online and offline teaching activities, so it can improve their performance, which proves the effectiveness of the teaching model.

1. Introduction

The traditional teaching mode adopts the simple single line teaching form of "teacher talk student listen", which causes the frequent occurrence of "bow head clan" in the tourism network marketing class for a long time, and the teaching effect is not ideal. Specifically, the reasons are as follows: first, the teaching method is single, limited by teachers' teaching thinking and traditional teaching mode, most of the tourism network marketing teachers have adopted "The teaching method of "full filling" failed to stimulate students' enthusiasm for learning, and the effectiveness of the classroom was poor. Second, the interaction of teaching is not good. Because of the limitation of class hours and teaching activity areas, teachers have no conditions to carry out interactive education in the face of students in one or more classes. He didn't have enough knowledge about students' learning and cognition, could not grasp students' thinking power in time, and could not form active interaction with students. Third, the evaluation method is single. Most universities' evaluation of tourism online marketing is based on the result of the final test paper. The lack of evaluation on the learning process of students leads to the impression that students can pass the course if they don't listen to the lecture at ordinary times. Fourth, the theory is divorced from the reality, the education content of the teachers of tourism network marketing is outdated, the education content can not lag behind the times, divorced from the reality, the era of information explosion can not attract the attention of students, and the timeliness of education is poor.

Tourism network marketing is the core course of e-commerce major, and it is also an important direction of students' employment [1-2]. At present, in addition to e-commerce, there are also marketing, international business, logistics management, chain operation, business English and other related majors [3-4]. In recent years, with the promotion of the 10-year educational informatization development plan published by the Ministry of education, the innovation of informatization education and learning methods, the level of dialogue education suitable for individuals has been improved, the innovation of talent training mode, online education mode such

as MOOC and SPOC has started in the whole country. MOOC, as a large-scale online course, has the characteristics of openness and online, which promotes educational innovation. However, there are also problems such as difficult communication between teachers and students, and difficult evaluation of learning effect [5-6]. SPOC is the organic integration of MOOC and traditional campus teaching. It is an online and offline teaching mode for small-scale students through MOOC resources. Applying SPOC to the course of tourism network marketing, carrying out mixed teaching is of great significance to solve the defects of traditional tourism network marketing course and conform to the development of the times.

This paper first expounds the relevant principles of SPOC and hybrid teaching, analyzes the advantages of SPOC hybrid teaching mode applied to college tourism network marketing courses, puts forward the design of the hybrid teaching mode of tourism network marketing based on SPOC, and verifies the reliability of the hybrid teaching mode of tourism network marketing based on SPOC through experiments.

2. Method

2.1 SPOC and Blended Teaching

2.1.1 Connotation of SPOC mixed teaching mode

SPOC stands for Small Private Online Course, which means small-scale restricted online courses [7-8]. Unlike today's popular MOOC, MOOC is for general online courses, and SPOC is charged in most cases, only for some students. SPOC is an educational model that combines online courses with traditional classrooms, transforming the past "in-class teaching and internal guidance" into internal discussions and online learning [9-10].

2.1.2 Blended teaching

Blended teaching refers to a teaching mode that combines traditional classroom learning with online learning. This model embodies the teaching concept of "taking students as the main body and taking teachers as the lead". Teachers play the role of design, guidance and evaluation. Students use the SPOC platform created by teachers and physical classroom learning [11-12].

2.2 Advantages of SPOC Mixed Teaching Mode Applied to College Tourism Online Marketing Courses

2.2.1 Curriculum design conforms to the basic characteristics of college professional settings

SPOC itself is a small-scale education model. While integrating MOOC's educational thoughts, it combines mini-class, Nikki education, and centralized education to form its own SPOC education model [13-14]. The combination of online course learning and offline course guidance effectively improves the shortcomings of traditional education models and single means, and fully stimulates students' enthusiasm for learning.

2.2.2 Rely on the MOOC platform to keep abreast of the latest high-quality course resources

According to the open nature of MOOC, free and high quality, SPOC educational resources and continuous and diverse learning support services become possible. SPOC maximizes the use of existing MOOC platform resources, while providing learners with the highest quality course resources, combined with the learning situation can make the platform function more enhanced.

2.2.3 Redefine teacher role and improve teaching effect

College teachers, in most cases, have major educational research topics. As a teacher, it often takes a lot of time and energy to carry out repeated education. At the same time, due to the different knowledge structure of different teachers and different understanding of online tourism tourism, the level of education is bound to be different. Using SPOC data analysis, you can understand the learning situation of students in each class in time. Therefore, teachers can adjust the curriculum layout in time to improve the overall teaching effect.

2.2.4 Diversified evaluation methods, comprehensively reflecting students' mastery of knowledge

Traditional classrooms usually use homework + classroom performance + final test paper as the main evaluation method, focusing on test results, and cannot accurately measure the true proficiency of students' practical skills. In the SPOC mode, teachers can evaluate students' online learning effects according to learning conditions, and at the same time, through case analysis, project planning, and other offline assessments at the end of the evaluation period, the students' knowledge and skills and corresponding characteristics are fully reflected.

2.3 Design of Mixed Teaching Mode for Tourism Online Marketing Based on SPOC

2.3.1 Design of teaching mode

The construction of a mixed education model for tourism online marketing based on SPOC is divided into three parts: counseling before class, classroom survey, and promotion after class. The pre-course tutoring course is mainly aimed at arousing learning interest by students asking questions, and is completed through online learning. The learning resources based on MOOC learning videos play this role, and the learning videos of the knowledge points in the classroom are designed as video teaching, supplemented by learning resources such as text and photos, so that students can understand the learning knowledge before class. Relevant tests are used in the classroom to grasp the learning status. In the classroom, students are guided to complete tasks assigned by the teacher individually or in groups, and further consideration of this part of the learning content is explored. In the post-class promotion link, the class consultation link is completed by the teacher. The important points and difficulty of this part are researched through face-to-face questions, project reports completed by students, exchanges and discussions.

2.3.2 Design of teaching activities

1) Preparation stage

In the preparation stage, the construction of learning resources, the design of blended learning activities, and the design of the evaluation system must be completed. The development of learning resources can be selected from three modes: import, conversion, and self-construction. The design of blended learning activities is based on the concept of task-oriented problem solving design considered before, during, and after class. Before class, students learn independently with the support of the SPOC platform and complete the corresponding tests and topics. In class, the teacher and classmates discussed in detail in order to solve the problem together. After class, students reflect their academic performance through practical tests and summaries, which is an important part of the SPOC blended learning process. The combination of formative evaluation and comprehensive evaluation is suitable for various learning activity links. Formative assessment indicators are mainly the progress of student videos and other educational resources recorded in real time, participation in online discussions and communication, offline classroom performance, teamwork and training. Complete tasks, program reports, classroom interactions, etc.; summary evaluations include online course tests and offline final tests. Based on SPOC, the teaching in a trigger-based classroom is successful. The evaluation system should be detailed and operable as a student's learning standard, and provide students with a scientific evaluation system of online and offline learning standards.

2) Practice stage

The teacher announced the task points and schedule of the course in advance, the students self-learned the knowledge online and completed the online exams and task points. Through the online exams, the student's learning situation was quickly detected. Through a certain amount of homework, the students were able to self-study in the traditional classroom. Before returning, you can check the task points and reflect on yourself. In addition to resource design for self-study education, online discussion areas for educational assistant management courses are also available. Teaching assistants are both other teachers in the same major, as well as students interested in advanced students or courses. Students at this level are facilitators. If the main task is to collect

assignments, disclose the learning progress of all classmates, discuss student participation, and collect student questions and opinions.

3. Experiment

3.1 Experimental object

The test subjects were students of two classes in the first-year tourism network marketing class of colleges and universities. The number of both classes was 48, and the ratio of male and female students in the two classes was equal. One class is taught by the SPOC-based tourism online marketing mixed teaching model, called the experimental class; the second class of tourism online marketing is taught by the traditional teaching method combined with classroom teaching, called the control class, and the experimental time is one semester.

3.2 Experimental method

The experimental class relies on the network teaching platform and the learning link to carry out the mixed teaching. In the teaching, the experimental class adopts the SPOC mode of mixed teaching, and the control class adopts the traditional classroom lecture and practice mode. Two experimental methods were used in the research: questionnaire survey and examination test. The data obtained were statistically analyzed using SPSS. Questionnaires were conducted for experimental classes. A test is called before the experiment, called the pre-test, as the bottom test, and provides a basis for comparison of results after the test. The last test before the end of the semester is called another test, which is called post-test. It is used to compare with the pre-test results.

4. Discussion

4.1 Questionnaire Survey Analysis

According to the experimental subjects, a questionnaire survey was conducted at the end of the experimental class to learn their feelings as the biggest experience and beneficiaries of the new teaching mode. Forty-eight students in the experimental class participated in the survey. The recovery rate and effectiveness were both 100%. The results of the questionnaire are shown in Table 1.

Table 1. Survey results of students in experimental class

content	Proportion of "agree" and "fully agree"
Under the guidance of the teacher, I can skillfully use learning to complete the pre class, in class and after class learning tasks by myself.	98%
In the process of learning, I can consult teachers online at any time	100%
After self-study before class, it is easier for me to understand the teacher's explanation in class.	95%
Online activities such as check-in, person selection, topic discussion and group chat are very interesting in class, and can interact with teachers and students more.	96%
I think this kind of hybrid teaching mode is very effective to improve my performance.	95%
My interest in tourism online marketing has increased	93%

According to the results of the questionnaire in Table 1, students have a high degree of recognition of the mixed teaching of the SPOC model, and generally like this new type of teaching method of online learning, communication, interaction, and offline practical application, which has

increased their interest in learning.

4.2 Analysis of Controlled Experiment Results

Before the experiment, the students in the two classes were tested for the bottom, and after the experiment, the students were tested again. The results of the two tests in the two classes were analyzed. The results are shown in Figure 1.

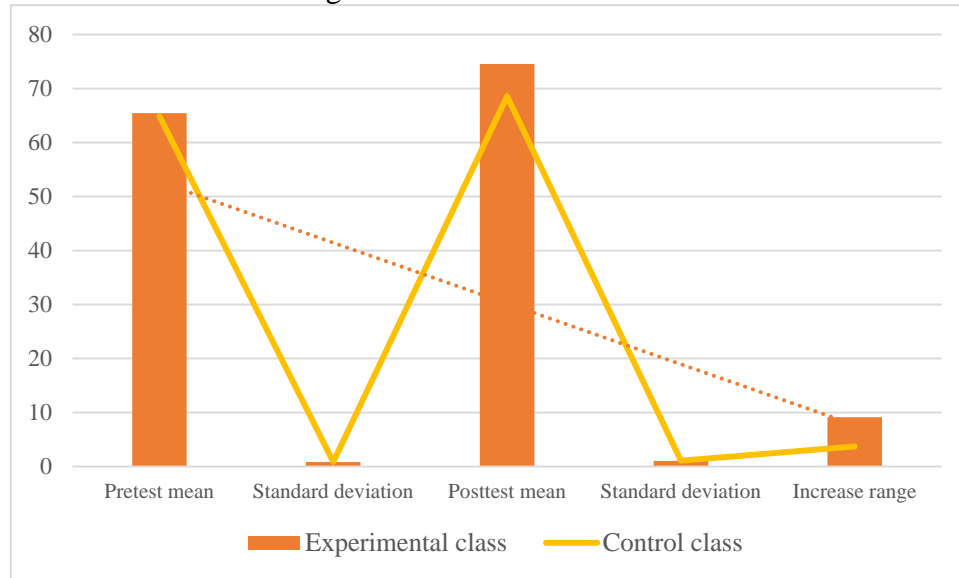


Figure 1. Comparison of test results before and after the experiment class and the control class

It can be seen from Figure 1 that there is no significant difference in the pretest results of the first two classes of the experiment: the average class of the experimental class is 65.45, and the average of the control class is 64.87, and the levels of the two classes are very close. After the experiment, the average score of the experimental class has improved significantly, increasing 9.12 points, while the average score of the control class has only improved 3.71 points. The experimental results show that this model has a great promotion effect on increasing students' interest and actively participating in online and offline teaching activities, so it can improve their performance, thus proving the effectiveness of this teaching model.

5. Conclusion

As an innovation of the times, the SPOC mixed teaching mode has unparalleled advantages. According to the characteristics of college students and the characteristics of tourism online marketing courses, SPOC continuously carries out teaching reform and classroom innovation, which has a positive effect on promoting limited teaching and enthusiasm of students. Exploring the reform of the tourism online marketing curriculum system under the SPOC environment is of great significance for reforming the training mode of e-commerce talents, deepening the reform of college education, and cultivating higher vocational talents that meet the needs of today's society.

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