Research and Practice of Ideological and Political Education in the "Network Marketing" Course

Yuquan Li

Guangzhou Institute of Science and Technology, Guangzhou, Guangdong Province, China
Email: liyuquan.gzlg@outlook.com

Abstract—This article takes the "Network Marketing" undergraduate course of the School of Business Administration at Guangzhou Institute of Science and Technology as an example. It first explores the research status of different scholars on the teaching of ideological and political education in the course from three dimensions: ideological and political education exploration, innovative paths of ideological and political education, and design of ideological and political education. Then, it analyzes the ideological and political elements contained in the knowledge points of the "Network Marketing" course, focusing on the ideological and political goals, knowledge goals, quality goals, and ability goals of the course. It identifies the existing problems in the ideological and political education of the course, and further reflects and explores better integration of ideological and political education in terms of teaching philosophy, teaching methods, and teaching content. Finally, it proposes strategies for optimizing and innovating ideological and political education in the course, aiming to better achieve the goals of ideological and political education.

Keywords—network marketing, Ideological and Political Education (IPE) in courses, course objectives, ideological and political teaching reform

I. INTRODUCTION

With the rapid development and widespread adoption of new media technology, the "Network Marketing" course has become highly popular within the management curriculum. The "Network Marketing" course includes chapters on the fundamentals of online marketing, online marketing analysis, marketing methods using classic tools, "micro" marketing, community marketing, short video, and live streaming marketing, new models of mobile marketing, precision marketing strategies, e-commerce platform marketing, and online marketing planning. This course encompasses a wealth of ideological and political elements within its knowledge points, such as awareness of innovation and competition, a life value that integrates personal and national interests, the transmission of excellent culture, the establishment of correct online marketing values, proper advertising values, the protection of public interests, live streaming to support agriculture, and the respect for customer

privacy. By integrating the "Network Marketing Training System" project from enterprises, this course equips students with the abilities for online marketing research, online strategy formulation, integrated online marketing, and online marketing planning. It also enhances students' abilities in trend tracking, content creation, and fosters their service awareness and self-learning abilities in online marketing.

Taking the "Network Marketing" course at the School of Business Administration, Guangzhou Institute of Science and Technology as an example, this paper reflects on the Ideological and Political Education (IPE) within the course. The aim is to explore better ways to integrate ideological and political education into the course teaching, achieving the subtle and pervasive educational purpose of ideological and political education.

II. LITERATURE REVIEW OF RESEARCH ON IDEOLOGICAL AND POLITICAL EDUCATION IN COURSE TEACHING

In recent years, numerous scholars have conducted extensive research on the theme of ideological and political education in courses. These studies primarily revolve around three dimensions: Exploration of course ideological and political education, innovative approaches to course ideological and political education, and the design, of course, ideological and political education. Here is the research situation in these three areas.

In terms of exploring IPE in courses, Sheng *et al.* [1] believe that integrating IPE content into professional course teaching in universities can align professional course learning with IPE courses; Liang [2] points out the importance of deeply exploring the ideological values and spiritual connotations embedded in ancient literary works, improving teaching methods, and promoting IPE construction in ancient literature courses in universities; Zhang [3] emphasizes the development of "IPE + research-based learning" educational resources and the exploration of educational practice models for "IPE + research-based learning". Yan *et al.* [4] believe that by optimizing teaching objectives, deeply exploring ideological and political elements, and adopting a variety of methods, as well as improving teaching peer reviews and other reform plans, integrating socialist core values,

humanistic ethics, scientific spirit, and national spirit with theoretical teaching can enhance students' ideological and political literacy and comprehensive abilities. Sun *et al.* [5] point out that setting ideological and political goals for the course, and carrying out teaching reforms around these goals in terms of teaching content, teaching arrangements, and course assessments, emphasizes practicing these goals with personal actions.

Regarding innovative paths for IPE in courses, Zhang *et al.* [6] propose that teaching design should rely on digital means such as smart IPE teaching platforms and MOOC platforms, integrating the realities of social activities to enhance the timeliness of IPE elements and cultivate students' awareness of national significance; Xin and Zhu [7] suggest starting from four paths: setting teaching objectives, enriching teaching content, improving teaching evaluation, and teacher training and development, to effectively integrate IPE elements into courses. Peng [8] believes that, based on the characteristics of the profession, promoting the implementation of the ideological and political education philosophy in courses through the renewal of teachers' concepts and the enhancement of their capabilities, the construction of talent training systems, and the reform of differentiated course teaching models, can improve the quality of talent cultivation. Hu *et al.* [9] emphasize that there should be a full focus on the consequences and impacts of economic events, and the continuous strengthening of moral education. They advocate for the full integration of ideological and political concepts and elements to optimize the content of ideological and political education in accounting. In terms of teaching methods, they stress the importance of fully valuing the construction of both online and offline courses and integrating them effectively.

In terms of IPE design in courses, Chen [10] emphasizes setting teaching objectives from three aspects: knowledge imparting, ability cultivation, and value shaping, and integrating IPE elements into the teaching process through real cases to cultivate students' desire for knowledge, exercise scientific thinking, and inspire patriotic feelings. Liu [11] believes in exploring IPE elements related to molecular symmetry and elaborates on the dual-line collaborative teaching design and process of integrating knowledge explanation with IPE, aiming to provide design ideas and examples for IPE teaching in structural chemistry courses. Wang and Niu [12] point out that by exploring the ideological and political elements in each chapter, establishing a case library for ideological and political education, integrating ideological and political education into the pain points of the course, reshaping the course teaching design, and with a comprehensive course assessment plan as a support, the entire teaching process can be integrated into ideological and political education. Shao and Zhou [13] discuss the structural type of ideological and political education in courses based on the inherent logical structure of natural science, proposing that ideological and political education exists not only in the content of knowledge but also in the structure of knowledge, and

distinguishes its inherent attributes from those of content-based ideological and political education.

This series of research indicates that IPE teaching research mainly revolves around three dimensions: IPE exploration, IPE path innovation, and IPE design. Based on previous research, this paper aims to explore the IPE elements in the undergraduate "Networking Marketing" course offered by the School of Business Administration at Guangzhou Institute of Science and Technology, design better integration of IPE elements, and propose innovative IPE paths for the course.

III. ANALYSIS OF PROBLEMS IN IDEOLOGICAL AND POLITICAL EDUCATION IN THE "NETWORK MARKETING" COURSE

A. Overview of the "Network Marketing" Course

To meet the needs of marketing and e-commerce practices, "Network Marketing" is an emerging interdisciplinary course. The purpose of this course is to enable students to grasp the current status and development trends, basic knowledge, and fundamental principles of online marketing through the study, research, and analysis of online marketing theories and practices. This course aims to enhance students' theoretical literacy and marketing work capabilities in online marketing practice. By employing teaching methods such as lectures, case analysis, and practical operations, the course helps students understand and master content including the fundamentals of online marketing, online marketing analysis, marketing methods using classic tools, "micro" marketing, community marketing, short video and live streaming marketing, new models of mobile marketing, precision marketing strategies, e-commerce platform marketing, and online marketing planning. The course's teaching is primarily centered around four aspects: knowledge objectives, skill objectives, quality objectives, and Ideological and Political (IPE) objectives. The ultimate goal of this course is to equip students with the abilities for online marketing research, online strategy formulation, integrated online marketing, and online marketing planning. It also aims to enhance students' abilities in trend tracking and content creation, and to cultivate their service awareness and self-learning abilities in online marketing.

B. Problems in Ideological and Political Education in the "Network Marketing" Course

The Ideological and Political Education (IPE) objectives of the "Network Marketing" course aim to integrate correct ideological concepts and moral values into students' online marketing and planning practices. Specifically, these objectives include: 1) strengthening the core socialist values; 2) cultivating innovative spirit and practical abilities; 3) fostering professional ethics and social responsibility; 4) enhancing awareness of laws and regulations; and 5) developing teamwork spirit and communication skills. This study takes three classes of the "Online Marketing" course from the School of Business Administration at Guangzhou Institute of Technology as examples, using the indicator of class

activity points (Figs. 1, 2, and 3) for comparative analysis to explore and reflect on the situation of ideological and political education in the "Online Marketing" course.
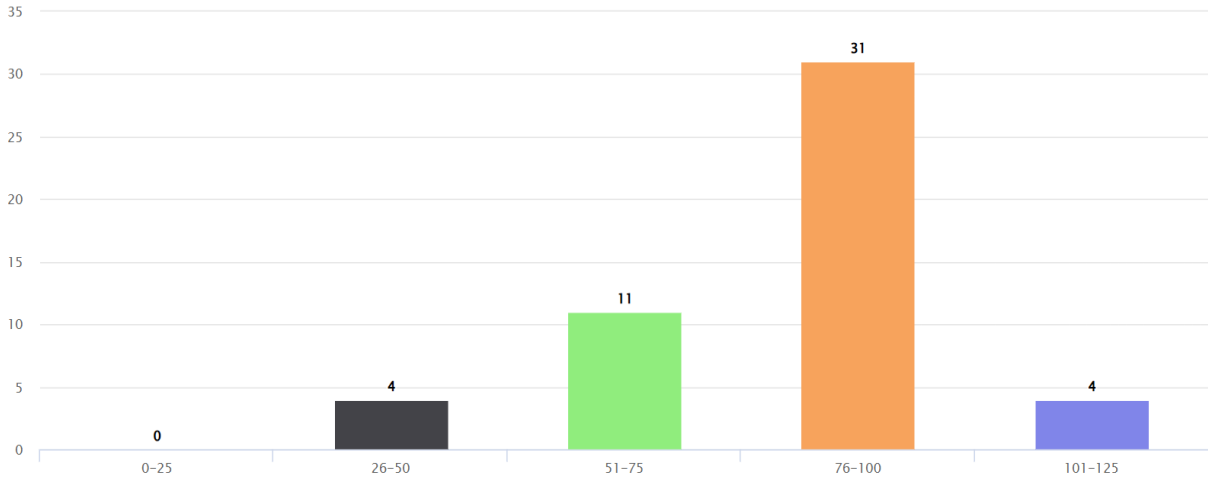

Fig. 1. Class activity points chart for "Online Marketing" in Class 9 of E-commerce 2021. Note: Data sourced from the Superstar platform of Guangzhou Institute of Science and Technology.
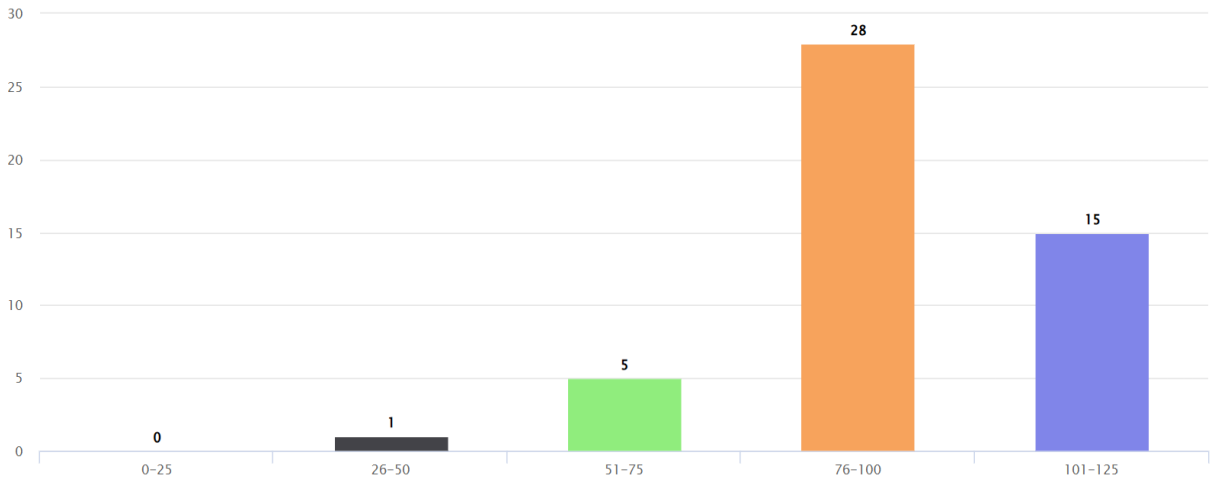

Fig. 2. Class activity points chart for "Online Marketing" in Class 6 of E-commerce 2021. Note: Data sourced from the Superstar platform of Guangzhou Institute of Science and Technology.
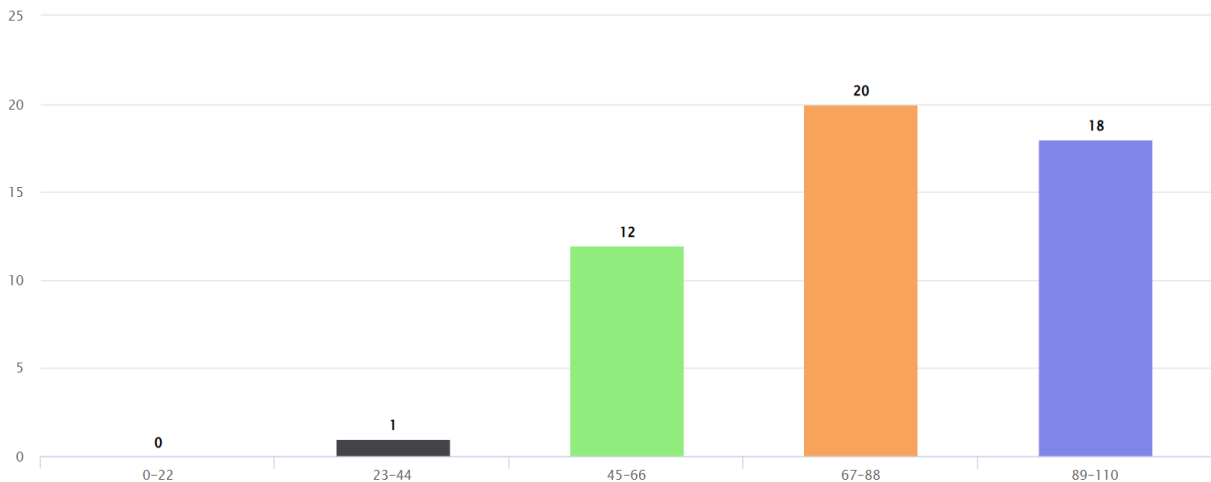

Fig. 3. Class activity points chart for "Online Marketing" in Class 7 of Marketing 2021. Note: Data sourced from the Superstar platform of Guangzhou Institute of Science and Technology.

According to Fig. 1, in Class 9 of E-commerce 2021, there are 4 students with class activity points ranging from 26 to 50, accounting for 8%; 11 students with points from 51 to 75, accounting for 22%; 31 students with points from 76 to 100, accounting for 62%; and 4 students with points from 101 to 125, accounting for 8%.

As shown in Fig. 2, in Class 6 of E-commerce 2021, there is 1 student with class activity points from 26 to 50, accounting for 2%; 5 students with points from 51 to 75, accounting for 10%; 28 students with points from 76 to 100, accounting for 57%; and 15 students with points from 101 to 125, accounting for 31%. As shown in Fig. 3, in Class 7 of Marketing 2021, there is 1 student with class activity points from 23 to 44, accounting for 2%; 12 students with points from 45 to 66, accounting for 24%; 20 students with points from 67 to 88, accounting for 39%; and 18 students with points from 89 to 110, accounting for 36%. From these data, the highest proportion of class activity points from 101 to 125 is in Class 7 of Marketing 2021, and the lowest is in Class 9 of E-commerce 2021. The highest proportion of class activity points from 76 to 100 is in Class 9 of E-commerce 2021, and the lowest is in Class 7 of Marketing 2021. The highest proportion of class activity points from 51 to 75 is in Class 7 of Marketing 2021, and the lowest is in Class 6 of E-commerce 2021.

Based on Figs. 1, 2, and 3, as well as related analysis, Class 6 of E-commerce 2021 has the highest level of class participation in activities and the best integration of ideological and political education in the classroom; followed by Class 7 of Marketing 2021, with Class 9 of E-commerce 2021 being the worst. In classroom teaching, the integration of ideological and political education varies among different classes.

The varying degrees of integration of ideological and political education in courses can be attributed to several key issues. First, the quality of the class atmosphere is greatly related to the integration of ideological and political education in the course. Second, the quality of students and their interest in learning are also greatly related to the integration of ideological and political education in the course. Third, some instructors are unable to effectively integrate the knowledge points of the "Online Marketing" course with IPE content, making the integration feel very rigid to students. This lack of seamless integration reduces students' enthusiasm for continued learning and hinders their absorption of IPE elements. Fourth, some instructors do not proficiently use new media tools such as micro-videos, Weibo, and Learning Pass to integrate IPE elements, failing to keep pace with the times. Fifth, some instructors may employ traditional teaching methods, which can dampen students' learning enthusiasm and prevent them from actively participating in IPE classroom teaching. Sixth, some instructors do not have a deep understanding of IPE content, fail to grasp the essence of IPE elements, and are unable to teach in a simple and natural language. Seventh, the "Network Marketing" course design lacks extracurricular activities and social practices, making it difficult for students to experience IPE elements in a direct and profound way.

C. Analysis of Problems in Ideological and Political Education in the "Network Marketing" Course

In response to the aforementioned problems in the Ideological and Political Education (IPE) of the "Network Marketing" course, this study believes that the causes of these problems are multifaceted. Firstly, strengthen the management of class atmosphere by the counselor team and class mentors, and establish a good class atmosphere. Secondly, enhance the ideological construction among students, improve their basic quality, and boost their interest in learning. Thirdly, some instructors are not very familiar with the content of the "Online Marketing" course and do not prepare their lessons thoroughly, resulting in a poor match between the selected IPE elements and the course knowledge points. Fourthly, some instructors are older and their thinking does not keep pace with the new developments of the modern era, leading to unfamiliarity with the use of new media tools. Fifthly, some instructors have strong inertia in their thinking and do not adopt new teaching methods to meet the new classroom requirements, thus failing to stimulate students' enthusiasm and initiative. Sixthly, some instructors do not seriously consider the selected IPE elements, only having a superficial understanding and failing to grasp the deeper meanings. Seventhly, there is a lack of top-level design in the IPE objectives of the "Network Marketing" course, including theoretical teaching segments, practical teaching segments, and social activity segments, resulting in insufficient depth of students' experiences.

IV. OPTIMIZED AND INNOVATIVE STRATEGIES FOR IDEOLOGICAL AND POLITICAL EDUCATION IN THE "NETWORK MARKETING" COURSE

Based on the above five issues and their analyses, this paper proposes optimized and innovative strategies for Ideological and Political Education (IPE) in the "Network Marketing" course. Firstly, the school should improve the teaching evaluation system and conduct comprehensive assessments of instructors to encourage them to better understand course content and IPE elements. Secondly, the school should enhance in-house and external training for senior teachers while also introducing fresh talent to balance the faculty structure. Thirdly, the school should introduce new teaching methods from different universities for instructors to choose from, and should also increase interaction and communication with students to attract their interest in learning. Fourthly, instructors should adopt a student-centered approach, selecting IPE elements that align with the characteristics of the "Network Marketing" course content, and thoroughly understanding the deeper meanings of these elements to seamlessly integrate them into their teaching. Lastly, the school should optimize the top-level design of the course, not only enhancing the design of knowledge objectives, ability objectives, and quality objectives for the "Online Marketing" course, but also focusing on the optimization of IPE objectives. This includes integrating practical teaching and social activity segments into the theoretical teaching process to deepen students' understanding and learning.

V. CONCLUSION

In conclusion, achieving the Ideological and Political Education (IPE) objectives of the "Network Marketing" course requires integrating them with knowledge objectives, ability objectives, and quality objectives. The integration methods, accuracy, coherence, and effectiveness of IPE elements in this course are crucial. The innovative strategies for IPE in this course focus on five main areas: improving the teaching evaluation system, enhancing teacher development and training, introducing new teaching methods, selecting IPE elements that align with the course knowledge points, and optimizing the top-level design of the online marketing course. By implementing these five optimization strategies, students will not only understand and master the knowledge content of "Network Marketing" and establish correct values, but also enhance both their online marketing knowledge and skills as well as their moral qualities. This will help cultivate well-rounded talents that meet societal needs.

CONFLICT OF INTEREST

The author declares no conflict of interest.

FUNDING

REFERENCES

[1] G. Sheng, *et al.*, "Exploration of ideological and political education in the automatic control principle course in agricultural universities based on OBE concept," *China Rice*, vol. 30, no. 4, pp. 115–116, 2024.

[2] M. Liang, "Research on ideological and political education in ancient literature courses in universities," *Journal of Higher Education*, vol. 10, no. 20, pp. 124–128, 2024.

[3] L. Zhang, "Research on the integration of research-based learning and ideological and political courses—Taking tourism marketing as an example," *Modern Business Trade Industry*, vol. 45, no. 13, pp. 199–200, 2024.

[4] T. Yan, *et al.*, "Exploration and practice of teaching reform in the course of 'Nano Drug Carrier Technology'," *Flavor, Fragrance and Cosmetics*, 2024.

[5] T. Sun, *et al.*, "Exploration of practice course teaching driven by ideological and political education – Reform of Python programming practice teaching," *Laboratory Research and Exploration*, 2024.

[6] F. Zhang, *et al.*, "Linking culture with technology: Ideological and political education design in foreign language courses in universities with information technology characteristics," *Beijing Education (Higher Education)*, vol. 2024, no. 7, pp. 80–82, 2024.

[7] Y. Xin and Y. Zhu, "Research on the path of ideological and political education in English courses," *Modern Business Trade Industry*, vol. 45, no. 13, pp. 209–211, 2024.

[8] F. Peng, "Research on the path of ideological and political construction in visual communication design specialty courses," *Journal of Shijiazhuang University*, vol. 2024, no. 4, pp. 124–126, 2024.

[9] H. C. Hu, *et al.*, "Research on the transformation path of undergraduate accounting major under the vision of curriculum ideology and politics construction," *Journal of Shijiazhuang University*, vol. 2024, no. 4, pp. 114–118+123, 2024.

[10] X. Chen, "Ideological and political education design in linear algebra courses—Taking the matrix power problem as an example," *Journal of Higher Education*, vol. 10, no. 19, pp. 173–176, 2024.

[11] Y. Liu, "Design and practice of ideological and political education in chemistry and chemical engineering courses," *Guangdong Chemical Industry*, vol. 51, no. 12, pp. 205–207, 2024.

[12] N. Wang and S. T. Niu, "Design and reflection on integrating curriculum ideology and politics into the 'Introduction to Finance' course: Taking the 'International Financial Center' module as an example," *Cai Zhi*, vol. 2024, no. 20, pp. 41–44, 2024.

[13] H. H. Shao and Y. Zhou, "Reflections on the teaching design of the thermodynamics part in university physics based on 'Structural Ideology and Politics'," *Physics Bulletin*, vol. 2024, no. 7, pp. 12–15+20, 2024.