



ISSN: 2222-4955 (Print)
ISSN: 2222-4963 (Online)
CODEN: AMSDFK

Advanced Management Science (AMS)

DOI: <http://doi.org/10.7508/ams.01.2023.37.40>



ARTICLE

SENSE, DIALOGUE AND EXPERIENCE: IMPROVEMENT OF EDUCATIONAL EFFECTS BASED ON CONSUMER BEHAVIOR MODEL

Bin Wu^{1,2} Xiangzhe Cui^{1,3*}

¹Sehan University, Yeongam 58447, South Korea

²Zhejiang Shuren University, Hangzhou 310015, China

³Yanbian University, Yanji 133002, China

*Corresponding author Email: cuixzhe@ybu.edu.cn

This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

ARTICLE DETAILS

Article History:

Received 27 January 2023
Accepted 22 March 2023
Available online 15 May 2023

ABSTRACT

The purpose of this study is to explore how schools can improve educational effects under the impact of the new communication environment. Based on the analytical framework of the SICAS model, a model of consumer behavior, the research explores the new ecology of educational subjects, educational content, educational methods and educational evaluation. The research holds that a new path for improving education effect can be effectively constructed by scientifically integrating the new media platforms, giving full play to the value of digital channels and rationally using information technology. Based on the guidance of the SICAS model, this paper proposes five links, Sense-Interest & Interactive-Connect & Communication-Action-Share, establishes a new communication ecology from Sense to Share and builds a whole-course, whole-period and panoramic education scene, so as to enhance the continuity and adhesion of educational dissemination and improve the educational effect. The study found that it is of practical significance to pay attention to and explore the cultural expression of education connotations and forms in cyberspace and the hidden concern of its value, and it is also the direction of future research.

KEYWORDS

Consumer Behavior Model; Educational Effects; Communication Ecology

INTRODUCTION

Today's students are a generation growing up with the development of the Internet [1]. The extension of information technology and the application of new media have greatly changed students' learning and life patterns [2-5]. Moreover, it puts school education in a new communication context and dialogue pattern, making it change in the aspects of discourse system, subject-object correlation, content theme, channels and paths, and evaluation effectiveness, etc. It also impacts the position of the school in educational concepts, core values and cultural connotations.

Students in the new era should have the ability to control new technology and accept new knowledge and scientifically and reasonably make good use of the refined, flexible, convenient and personalized advantages brought by technology, information and data, which will undoubtedly provide support for the comprehensive and sustainable development of individuals [6, 7].

1. SUCCESSION AND EVOLUTION: THE TIMES CHANGE OF CONSUMER BEHAVIOR MODEL

The key to improving the marketing activities effectiveness of brands (enterprises) lies in the establishment of a consumption model matching consumer behavior. With the deepening of Internet technology and the penetration of the digital scene, the level of consumption continues

to divide, the consumption behavior becomes more complex, the consumption touch points become more dispersed, and the consumption path tends to be diversified [8-10]. The ecological basis of the communication marketing of brands (enterprises) has also undergone fundamental changes [11]. It is an important choice for brands (enterprises) to follow the old ways in the era of mass communication, or to follow the steps of micro crowds and transfer to the digital age.

In the era of traditional media and the early days of the Internet, brands (enterprises) emphasized the media as the center of one-way transmission of product and service information to users, and gradually formed the AIDMA user behavior consumption model of "Attention-Interest-Desire-Memory-Action". This model is driven by traditional marketing means such as advertising, promotion and activities, and carries out broadcast communication by means of notification, publicity and release. Enterprises pay more attention to the media arrival rate and sales performance brought by the release of advertising and other promotional activities, but they fail to get feedback on the attention rate, favorable rate and memory rate during the occurrence of user behaviors, and the evaluation of the procedural effect of user consumption behaviors is missing. There is no doubt that brands (enterprises) are more oriented to the pursuit of sales, so as to improve the marketing effect by changing the communication content and channel form. However, typical characteristics such as changes in attitude, psychology and behavior generated by users after receiving product (service) information through media cannot be timely, accurately and effectively

mastered, so it is impossible to timely, accurately and effectively feedback marketing communication strategies. Therefore, the AIDMA user behavior consumption model is a one-way linear propagation model dominated by the brand party.

The Internet 2.0 era focuses on the interaction between information and users. With the emergence of search and sharing applications, users' aggregation of traditional media has shifted to online media, information sources have become dispersed, and user behavior has changed from passive to active. The AISAS (Attention-Interest-Search-Action-Share) user behavior consumption model, which emphasizes "Search and Sharing" as the core, begins to realize the transmission and penetration of "brand-consumer" and "consumer-consumer" information (enterprise, brand, product, service and other elements). Under the guidance of this model, consumers gradually change from passive acceptance of commodity elements, price elements, channel elements, promotion elements and other marketing elements to active acquisition and sense, information search after noticing and becoming interested in commodities, and information sharing after purchasing actions [12]. It can be seen that information search and information sharing are the key links in the AISAS user behavior consumption model, and they are also two key factors that affect the evaluation of marketing effects. However, the AISAS model still relies on the external representation of brand (enterprise) image as a prerequisite and also relies more on technical means such as click and landing pages to enhance the effect dimension of user data transformation. The brand side and consumers began to interact, but it was limited to fragmented simple links and feedback and there was no multi-point bidirectional and multi-dimensional interaction to form a connection. Search and Share highlight the subjectivity of consumers in the market, but the brand cannot give real-time feedback to the perception of consumers, and its influence in the stage of consumer sharing is not enough to touch the source of consumption in the real sense.

Entering the Internet 3.0 era characterized by intelligence and digitalization, consumers and non-consumers have formed a borderless, decentralized and more socialized clustering ecosystem. This system is based on the consumer relationship network and the location service, highlighting the user ownership and sharing efficiency and innovation of the traditional broadcast way of advertising. And then it evolved into the interactive system based on real-time perception, multi-point bidirectional, dialogue connection, which is the root of the formation of SICAS (Sense-Interest&Interactive-Connect&Communicate-Action-Share model) user behavior model [12]. This model is a brand new marketing communication ecology, which completely jumps from the perspective of traditional media and does not interfere with the combination or balance between traditional media and the Internet. Consumers actively search for information through community-based network relations and dispersed network contacts, which leads to a process of sense (relationship) matching-dialogue (interest) coupling-demand (experience) symbiosis. Consumers can also serve as information sources, releasing information as brand (enterprise or product) participants, experiential parties or buyers, and sharing subjective evaluations such as product experience, post-purchase satisfaction, brand commitment and emotional feedback with more people (existing or newly established relationships). Brands no longer advertise what you want, but respond, ignite, and inspire what's inside, spoken or on your fingertips. It can be seen that the core drive of the SICAS model is based on the dialogue based on connection, not broadcast or notification. User behavior and consumption trajectory is a multi-dimensional interactive process. Share is becoming the source of consumption in the real sense and the fundamental driving force for brands (enterprises) to turn to the marketing communication battlefield. Therefore, the media, channels, scenes and ways of interaction, experience and purchase between consumers and brands (enterprises) have changed, as well as the media, channels, scenes and ways of forming opinions, communication and sharing among consumers have also changed, which makes the behavior and path of consumers in Sense-Connect-Interaction-Decision-making-Action-Sharing more open and complex. In the rapidly changing digital network environment, brands (enterprises) can sense, discover, follow and respond to "people" in a dynamic and real-time manner, understand and talk to them, and better improve the efficiency of brand marketing.

2. DECONSTRUCTION AND RECONSTRUCTION: SYSTEMATIC RECONSTRUCTION OF EDUCATIONAL EFFECTIVENESS

Faced with the continuous penetration and extension of digital information technology, school education has been placed in a new communication context and dialogue pattern. It has already had a profound impact on the connotation system and practical effect of education, and has also deeply reflected that education needs to reconstruct the mode of communication and establish the discourse pattern with a new attitude. The subject of education has been transferred, and the dominant position of the discourse of the educational object has been highlighted. The education theme is decentralized, and the content is refined and the value is differentiated. The education model is generalized, and the equal dialogue and interactive sharing with relationship as the core is established as the communication channel. Educational evaluation revolves around the same frequency effect of subjective experience and feedback. In the face of the deconstruction of the education system in the context of information derivation and new media, we should pay more attention to the connotation of education, the form of cultural expression and the hidden concern of value in the process of the reconstruction of the education system, to ensure that core values and mainstream culture always become the fundamental direction of the construction of education system.

2.1 The main body of the education subjects is manifested

The SICAS model has always established that consumers are the market subjects of enterprise marketing communication. The connection, spread and communication established by enterprises are all based on consumer behavior and decision, and the behavior traces, consumption data, contact analysis and digital insight of consumers are deeply analyzed. Under the background of information Internet, the main body of school education has been replaced by students with more "discourse power". The main reasons for the dominance of student discourse are as follows: first, the power of educational subjects in the traditional sense (i.e., the main force responsible for educational communication, implementation, organization, management and coordination) is weakening, and the number of students with the right to speak and the leading right is increasing. Even every student may become the subject of education (communication center); second, students are a complex of diverse interests and diverse demands. They come from different social backgrounds and form their own classes and independent circles. Their attitudes and behaviors are restricted by group attributes [13]; third, based on the above two points, the individual demands of students are highlighted, so that the egoistic tendency of educational information appears, and the original educational content information will be deconstructed and transmitted and expressed again. Obviously, in the era of new media, students become educational subjects due to their discourse dominance. From the performance point of view, it is the communication environment and media technology that promote the power transfer of students' discourse. In-depth analysis finds that in essence, it reflects the gradual transformation of schools (related organizations and teachers) as the main body of education to student-oriented educational thinking.

2.2 Vertical cultivation of educational content

The SICAS model reflects the business owners have shifted their attention from media (traffic) to people. The content and objective of marketing communication have changed. At the same time, the consumption behavior of users is changing from a linear behavioral consumption process to a network, multi-point, two-way connection [14]. As a result, the contact points of communication connection, the information released and the resources obtained are increased by several times. The communication content presents the characteristics of short, concise, fast and convenient, remodeling and reconstruction, and difficult to distinguish between true and false. Education is an organic whole, which adheres to the purpose of student-oriented education and the value orientation of promoting students' high-quality development. It naturally determines that the educational content must keep up with the theme of the times and show the spirit of the times. In terms of the main idea and content, it is necessary to abandon serious and monotonous theoretical preaching, but explore new ideas in readability, interest and interactivity. It is essential to analyze, dialogue and share positive energy and core values from the hot social issues that students are interested in. Traditional resources should be classified, processed, combined and arranged in a new way, and expressed and disseminated with new meaning, new height and new dimension. Whether it is responding to the times from the macro perspective, solving the educational dilemma

from the middle perspective, or satisfying the individual demands from the micro field, only by vertical, fine differentiation and precision of the educational content can we avoid the convergence and one-sidedness of traditional education, better meet students' demand for high-quality educational content, improve students' integration in education, and enhance educational efficiency and maximization and optimization of educational effect.

As mentioned above, the SICAS model, with the support of Internet technology, presents the characteristics of simple and direct information content, and the authenticity is difficult to distinguish. Its transmission form appears network interweaving and multi-point connection, which promotes the pursuit of vertical, fine differentiation and precision of educational content from the perspective of technology. In terms of educational effectiveness, technology-oriented educational content optimization is not the goal, but content optimization and reorganization to enhance the educational effect of mainstream ideas and core values. Just as the education of all-around development of moral, intellectual, physical, aesthetics and labor education carried out by the school, it not only reflects the intensive cultivation in the educational content of the school, but also reflects the organic unity and mutual integration of all-around development of moral, intellectual, physical, aesthetic and labor education. This is exactly in line with the pursuit of subdivision and precision of educational content. Moral education is the core of education and runs through other education. It, together with intellectual and aesthetic education, constitutes the inner soul of human beings, and with physical and labor education, constitutes the external representation of human beings. Specifically, moral education is the foundation of educational effectiveness, and it is the basis for other education to characterize and shape the soul. Intellectual education is the technology of educational effectiveness, which provides the necessary intellectual support for the development of education. "Technology" is not only the simple imparts of knowledge, but also the technology of acquiring knowledge and the ability to use intelligence, as well as the spiritual quality shown in the practice and transformation of knowledge: scientificity, creativity and criticalness. Physical education is a tool for educational effectiveness, and it establishes a material foundation for educational development. It cultivates people's healthy mentality and emotions, tenacious and enterprising spirit, self-discipline and mutual assistance. Aesthetic education is the art of educational effectiveness, which provides spiritual motivation for the development of education, and achieves the effects of perceiving, experiencing, understanding and expressing beauty. Labor education is the power of educational effectiveness, which contains various elements of moral, intellectual, physical and aesthetic education. It is a concentrated presentation of the effectiveness of the four educations and also the fundamental driving force to further promote the in-depth development of moral, intellectual, physical and aesthetic education. Labor education in the new era is more directed at the comprehensive and sustainable development of people, realizing the growth of life and the value of life in the production, creation and cultivation of labor culture, and enriching the spiritual connotation of people.

2.3 Two-way interaction of educational methods

The core of SICAS is connected conversation, not broadcast or notification. Dialogue, coupling, response and relationship are all manifestations of two-way interaction, which can establish a mechanism of consumer and brand consensus resonance, emotional exchange, sharing and feedback. Education should take advantage of new media technology to innovate traditional education rules and methods. It is necessary to organically combine broad and large, comprehensive and deep grand lectures with we media. The education model centered on school and teachers should be changed to form diverse interactive roles for students, and make students become the subjects who are good at thinking, dare to express themselves, willing to communicate, active participation and interaction in the implementation of education. It extends the practical exploration between the first class and the second, third and fourth classes, and realizes multi-dimensional and multi-field interaction with the help of cross-border integration of platforms and carriers. It is necessary to respond to the needs and appeals of students, actively get close to the student circle, jointly build topic leading, weaken the utilitarianism and focus of education, and enhance the interactive and experiential nature of education.

2.4 The value dimension of educational evaluation

All marketing communication of enterprises is to achieve consumer purchase as the ultimate value goal. The SICAS model focuses more on consumers to experience and share behaviors after the realization of consumer purchase. Even if it is a spontaneous expression, it also carries out secondary communication for the enterprise (brand), and its credibility, conversion rate and user engagement are all improved. This is a mutually beneficial and win-win ecological chain. Thanks to the sharing of consumers, it forms an ecological closed loop of marketing communication and maximizes the value of marketing communication.

The value and effect of education should also be embedded in students' understanding, identification and integration of educational significance, so as to achieve the unity of knowledge and practice. The evaluation of educational effectiveness depends on whether it reflects the core values and mainstream culture and whether it reflects student-based education. The educational effect is to cultivate high-quality students, and the essence is to implant the educational idea for the benefit of students. Judging the pros and cons of the educational effect lies in whether it truly reflects the interests of the student group, so that students can obtain true knowledge and true feelings from being taught. In addition, it depends on whether it reflects the optimization of education governance. The education goal orientation can be started from two aspects: one is to let students become the subject of education, both organizers and participants. Planning the implementation of education from a dual perspective and a multi-dimensional perspective is often more in line with public opinion, resonates with the same frequency, and achieves a more considerable effect. The other is to build a public opinion field independently, create public opinion hot spots, dare to let students speak, tell the truth, and form an equal dialogue between the school and students. Schools should take the initiative to reach out, listen more, and respond positively to form a positive exchange. It also amplifies educational outcomes.

3. CHIMERISM AND SYMBIOSIS: IMPROVING EDUCATIONAL EFFECTIVENESS

3.1 Sense

In education ecology, it is very important to establish a dynamic sense system between the subject and object of education. As the subject of education, schools or relevant official organizations should establish sufficient and effective channels of education access, realize the sense system of timely perception of needs, understanding of orientation, discovery of trends, dynamic response and effective feedback, and ensure that the theme, content and mode of education can be sensed by students. As the object of education, students pay attention to, share, push and create their own educational topics and practical activities, which are important channels for their effective sense. From the perspective of students' teaching behavior and participation path, schools should focus on observing the following three dimensions: sense rate, i.e. the effective student group that can be sensed by the promotion of education through various media; comprehension, i.e. the degree to which students analyze, understand and respond to sensed educational information; feedback rate, i.e. the sensed loop degree of evaluation, dialogue and re-practice of educational practice between school and students.

3.2 Interest & interactive

If Sense is to make students relate to education, then, at this stage, students are producing or gradually forming a certain degree of psychological coupling and interest resonance. At this stage, schools need to pay more attention to whether the way, content and form of educational practice can co-build topics or interact with students, so that understanding and responding to students' interests and needs become the key to promote the effectiveness of education. Schools should actively cultivate education brand effect, improve education quality, optimize theme and form, highlight application practice and enhance experience, so as to win students' attention and praise in relation interaction, topic creation, theme exposure and other aspects.

3.3 Connect & communication

In order to further establish the connection between the subject and object of education and create a better communication environment, schools should make use of new media technology and Internet

platform to build a matrix communication network with “two micros, one network and one shake” as the main body to enrich and optimize the carrier of education display. The openness of new media can make up for the limitation of traditional education in time and space, provide rich materials for education more fully, and realize the integration of educational resources. The three-dimensional content and multimedia scenario-based experience brought by the Matrix platform is more in line with students’ media usage habits. It can promote the connection between the subject and object of education from weak to strong, rather than linking. The practice form of communication between subject and object is also non-traditional one-way input and output, but communication and feedback based on equal dialogue, breaking traditional barriers and barriers.

3.4 Action

Students’ participation in educational activities not only occurs in traditional offline practices, but also in social platforms, videos and live broadcasts, which have become the launching points and main fronts of activity participation. As mentioned above, schools should fully consider students’ preference for using new media when laying out the contact points of activities and promotion, and realize accurate push and give full play to the cluster effect on the basis of ensuring coverage. By means of “like”, “comment” and “bullet comments”, the participation and fit of educational activities can be observed, and the integration and interaction can be deepened by means of push, mutual transfer and relay. Online interaction coupled with offline scene experience, deepening the effectiveness of education is the key to ensuring students’ participation in activities. In addition to the key elements of the media communication matrix, it also depends on how the school deepens the theme of the activity, optimizes the content, refines the characteristics and other connotative construction, enhances the attraction of the activity, and radiates the influence of the activity, so that students can transform from passive participation to active integration, so that education practice is no longer cold.

3.5 Share

Since students become the subject of activities and have discourse sovereignty, they will automatically distribute and dynamically aggregate information such as evaluation, opinions and suggestions of activities. This kind of expression is not only individual sporadic, but also a collective organization, not only following the group of opinion leaders, but also having a circle of original ideas. In the process of activity participation and share, if the form and meaning of the activity felt by students are exactly the same as what they knew at the beginning, or if the utility provided by the activity is more or less matched with the degree of satisfaction obtained by students, he will share the activity with the teachers, students and friends around him. The content shared is not only the activity itself, but also the attitude, expectation, reputation and other emotions contained in the evaluation. The information shared by students, along with the accompanying emotion (mood), is the key to satisfying the output of individual student opinions. By obtaining students’ behavioral dynamics and subjective expression, schools can better evaluate and optimize activity decision-making, carry out targeted guidance and practical strategies, and provide an important basis for improving the educational effect.

The SICAS model is not only a “brand-consumer” consumption behavior model, but also establishes an open marketing effect evaluation mechanism for business owners, which can help business owners solve the dilemma of finding the vanishing marketing promotion effect. By establishing a new communication ecology from Sense to Share, the school binds and connects the subject and object of education in a whole-process, whole-time and panoramic way, builds the value appeal from “reason” to “emotion”, and realizes the change of subject consciousness from “required self” to “self”. It also avoids the premature and excessive disappearance of educational effectiveness, weakens the superficialization and attachment of educational forms, and enhances the persistence and adhesion of educational value transmission.

We also see that brands (enterprises) are based on the pursuit of benefits and returns. Under the collusion of profit-driven and information technology, links, dialogues, interactions and experiences established based on trust, emotion, communication and convenience have become tools and means that can be manipulated. The instrumentality, technicalization and utilitarianism between “brand-consumer” are the inescapable hidden features of the user behavior consumption model, which essentially presents the pseudo-humanistic value metaphor of marketing communication. In the face of an irreversible information environment and digital support, on the basis of further optimizing the campus network environment, it is necessary to continuously improve students’ network literacy, enhance their digital processing ability, lead core values and mainstream culture, avoid the instrumental, technical and utilitarian educational practice influenced by mobile Internet, and truly promote and highlight the contemporary, mainstream and shared emotion of educational value.

ACKNOWLEDGEMENT

Humanities and Social Sciences Research Special Task Project of the Ministry of Education [Research on College Counselors (22)JDSZ3152]

REFERENCE

- [1] Fu, G. Consumer behavior. Wuhan: Wuhan University Press, 2004, 07.
- [2] Li, Y. Brand management. Guangzhou: Guangdong Higher Education Press, 2004, 08.
- [3] Lan, M., Juan, Z. Selling nothing is better than selling experience. Beijing: Posts and Telecommunications Press, 2016, 04.
- [4] Tan, C. Cross-border: Connecting online and offline, building commercial closed loop. Beijing: Publishing House of Electronics Industry, 2016, 08.
- [5] Yang, S., Lu, Y. Perceptual channel integration and consumer behavior research. Beijing: China Social Sciences Press, 2020, 12.
- [6] Zhang, Y. Experiential marketing. Chengdu: Southwestern University of Finance and Economics Press, 2007, 04.
- [7] Lin, Z. Research on brand marketing strategy of publishing culture based on SICAS model. Science-Technology & Publication, 2022(09):107-113.
- [8] Zhao, P. From dialogue to education. People’s Education, 2022(17): 59-60.
- [9] Liu, Y., Hou, Y. The centennial evolution, basic adherence and future prospect of Chinese educational thought. Renmin University of China Education Journal, 2021(04): 111-124.
- [10] Nie, J., Zhao, J. Labor education, dialogue education and free and comprehensive development of human in intelligent age. Modern Education Review, 2022(05): 106-112.
- [11] Li, Y. Toward “dialogue”: A study on the way to improve the effectiveness of ideological and political education. Journal of Higher Education, 2022(06): 180-183.
- [12] Nie, L. The commercialization practice of youth public cultural space in the digital age. Contemporary Youth Research, 2021(02): 59-64.
- [13] Guo, Q. Course of Communication Studies. Beijing: China Renmin University Press, 2011, 04.
- [14] Jiang, D. Research on short video marketing model of scenic spots based on SICAS model. Modern Business, 2022(26): 49-51.

