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From Design to Replication: A Zero-Code AIGC Workflow for Blended Teaching Reform in the Marketing Channels Course

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Abstract

This paper reports the design and preliminary implementation of a blended teaching model for Marketing Channels, a core compulsory course of the Marketing major, in which AI-generated content (AIGC) tools and curriculum-based ideological and political education (CIPE) are integrated. The traditional classroom of the course suffers from lecture-dominated delivery, delayed feedback, static cases, label-style value inculcation, and a closed-book final examination. We restructure each session into a four-phase cycle: AI-generated contextual introduction, project-based task solving, ideological micro-debate, and AI instant feedback. A zero-code "light AI application" workflow built on a structured prompt library allows non-technical teachers to generate localized cases, dynamic data tables, and micro-videos on demand. A "channel justice" thematic thread runs through knowledge points such as channel functions, channel conflict, and online channels. The closed-book examination is replaced by a process-oriented system that combines AI instant feedback, peer review, teacher value comments, and an AI-assisted channel diagnosis report. This paper focuses on the design side of the reform: how a college-level teaching reform project turns an AI-empowerment scheme into an operable workflow, a process-oriented assessment system, and a replication plan for related courses. For non-technical teachers, this workflow gives a practical, low-cost way to use generative artificial intelligence without sacrificing the teacher's role in value guidance.

Keywords

Marketing Channels; AIGC; blended teaching; curriculum-based ideological and political education; process-oriented assessment.

1. Introduction

The "new liberal arts" initiative and the deepening digital economy require the Marketing major to cultivate application-oriented talents who can solve practical business problems with modern tools while upholding sound professional values. Marketing Channels, a core compulsory course of the major, trains students in channel design, channel member selection, conflict coordination, motivation, and control. The traditional lecture-based model, however, has visible weaknesses. Cases go stale before they reach the classroom. Students drift in class. Practical training stays shallow, and value guidance remains weak. The model can hardly meet the construction standards of first-class courses. It also falls short of the requirements set by the Guideline for Curriculum-Based Ideological and Political Education in Institutions of Higher Education, issued by the Ministry of Education of China in 2020, which calls for value education to be integrated into professional teaching [1].

Generative artificial intelligence is reshaping higher education at a remarkable pace. AI-supported systems have been shown to scaffold students' feedback provision in peer

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assessment [2]. Among undergraduates, large language models (LLMs) have spread quickly: a survey of 1,718 medical undergraduates at a Chinese university found that 34.5% had heard of and used ChatGPT-like tools in their study [3]. UNESCO has issued the first global guidance for generative AI in education and research, calling for human-centered, step-by-step regulation of such tools [4]. Other studies analyze the opportunities and challenges that LLMs bring to teaching and learning, stressing continuous human oversight and critical fact-checking [5]. Surveys of university students record generally positive attitudes toward generative AI, together with concerns about accuracy, privacy, and academic integrity [6]. Prompt-based pedagogical designs have also been proposed, in which instructors assign well-structured AI roles and keep both students and teachers "in the loop" [7]. These studies prepare the ground for introducing AIGC tools into business courses.

Curriculum-based ideological and political education (CIPE) has, for its part, entered a stage of quality improvement. Value guidance is expected to be integrated organically into professional knowledge teaching in a subtle way, rather than attached as separate labels [1]. Existing research, though, either treats "AI tools plus business courses" as single-point experiments, or works on "CIPE plus channel cases" as content reconstruction alone. Designs that combine AIGC tools with CIPE within one course are still scarce. Most AI teaching applications are also led by educational technology specialists, which leaves ordinary non-technical course teachers facing a high technical barrier. Taking Marketing Channels as a case, this paper records how a college-level teaching reform project turns an AI-empowerment scheme into a low-barrier, transferable blended teaching design that joins AIGC tools with CIPE, and reports its overall design, classroom structure, assessment reform, and replication plan.

2. Current Situation and Problems of the Course

2.1. Course Profile

Marketing Channels (course code x3063061) is a compulsory core course for the Marketing major at the School of Business Administration, University of Science and Technology Liaoning. The course carries 3 credits with 48 class hours, including 32 theoretical hours and 16 practical hours, and serves about 120 students per cohort. The textbook, Channel Management by Li Xianguo and Yang Jing [8], is organized into four parts, opening with the fundamentals of channel management, such as channel functions and participants. The teaching content covers channel planning (channel strategy, policy, and flows) and channel system design (channel levels, relationships, and composition). It then turns to channel types, including distribution and sales agency, chain and franchising, e-commerce, and international channels. The last part deals with channel member management: member selection and training, leadership and motivation, conflict and cooperation, and performance evaluation and improvement. The syllabus explicitly lists five course objectives, ranging from solid knowledge mastery to business ethics and low-carbon development concepts, which gives the course institutional space for embedding CIPE.

2.2. Main Problems of the Traditional Classroom

Drawing on our classroom observation, platform learning records, and teaching team discussions, we identify five problems. First, the teaching method is monotonous: teacher monologue in a typical session exceeds 35 minutes, and a considerable share of students are distracted in class. Second, feedback is delayed. Questions are mostly answered by volunteers or through after-class tests, so cognitive gaps, such as a vague grasp of channel power, cannot be located in time, and classroom adjustment relies on experience rather than data. Third, cases are static. Textbook cases are text-based with fixed data, so students can only analyze after the fact instead of making immersive decisions. Fourth, CIPE integration is stiff: value elements are

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often attached as separate slides or after-class "sublimation", disconnected from the knowledge points, and students hardly notice them. Fifth, assessment is closed: the final closed-book examination accounts for 70% of the grade and can hardly measure decision-making ability or value identification. Taken together, these problems call for a whole-course redesign rather than isolated fixes.

3. Design of the "AIGC Empowerment + CIPE" Blended Teaching Model

3.1. Overall Framework

The reform is built on the Chaoxing Learning platform (Xuexitong), which the university already uses for all compulsory courses, and uses web-based LLM tools (Kimi, Wenxin Yiyan, and iFlytek Spark) as the AIGC engine. No programming interface or private deployment is needed. Implementation follows a four-step path: Set-up (infrastructure and resource building), Trial (classroom experiment), Assessment (effect evaluation), and Replication (promotion to other courses). Each step is checked against observable outputs, so the reform stays operable and verifiable, and its resources can be transferred. The overall goal is to reach knowledge, ability, and value objectives at the same time. Students should master channel management theories and complete full decision-making chains with AI-generated dynamic data. They should also come to identify with values such as common prosperity, green supply chains, and fair competition.

3.2. The Four-Phase Classroom Structure

Each 45-minute session is restructured into a four-phase cycle, as shown in Table 1. The total time of teacher monologue is compressed to less than 15 minutes. Students remain active for the whole session, alternating between observation, calculation, debate, and reflection.

Table 1. The four-phase classroom structure.

Phase (time)	Teacher behavior	Student behavior	AI function and CIPE element
AI contextual introduction (10 min)	Pastes the case prompt and presents the generated case video	Scans a QR code to read the case	Generates localized channel-conflict cases; element: county commerce system, common prosperity
PBL task solving (20 min)	Releases the task sheet and organizes role play	Plays manufacturer, distributor, platform, and county government in groups	Refreshes dynamic data tables in seconds; element: green channels, dual-carbon goal
Ideological micro-debate (10 min)	Raises ethical questions and summarizes value points	Gives 2-minute arguments and 3-minute rebuttals with bullet-screen voting	Generates word clouds of opinions; element: channel justice, anti-monopoly
AI instant feedback (5 min)	Selects one-click comment and gives value comments	Checks the personal radar report on mobile phones	Outputs a three-dimensional radar chart of knowledge, ability, and value; element: social responsibility

Taking the chapter of channel member selection as an example, the demonstrative script runs as follows. In the first 10 minutes, the AI generates a case video of "county agricultural products entering community group-buying", which contains the data of the manufacturer, the distributor, the platform, and the county government. In the following 20 minutes, students take the roles of the four parties, and the AI instantly shows how each party's gross margin changes when the platform commission rises by 3 percentage points; students adjust their

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negotiation strategies on the spot. From the 30th to the 40th minute, the teacher asks "Does raising the platform commission harm common prosperity?", students vote through bullet screens, and the AI generates a word cloud within 2 minutes. In the last 5 minutes, the AI scans students' class notes and pushes the missing items of the five principles of channel member selection, and the teacher makes a 30-second value comment.

3.3. Zero-Code "Light AI Applications" and the Prompt Library

The technical barrier is the first obstacle for non-technical teachers. We therefore designed a "paste-generate-export" workflow. The teacher pastes a structured prompt into the web version of an LLM and obtains a generated case, data table, or radar chart within seconds. The result is then exported to the platform resource library or simply shared on the screen. A prompt library with three types of templates has been built. The case-generation template produces an 800-word localized case with background, conflict, roles, a data table, and a fishbone diagram. The role-play agent template instructs the LLM to act as a community group-buying regional manager negotiating with students, which follows the "AI-simulator" approach [7]. A third template scores students' channel survey reports on structural completeness, data credibility, green channels, and common prosperity. The text-to-video function converts case scripts into 3-minute micro-videos with subtitles and narration in one click; the teacher only reviews the ethical compliance of the content. Throughout, the teacher stays "in the loop" [7]: repetitive and procedural tasks are delegated to machines, while value guidance, ethical judgment, and emotional education remain the teacher's own responsibility. This division of labor matches the human-centered principle of the UNESCO guidance [4] and answers the concerns about potential bias and misuse raised in the literature [5].

3.4. The "Channel Justice" CIPE Thematic Thread

Instead of label-style preaching, we propose "channel justice" as the CIPE thematic thread of the course and map it onto typical knowledge points, as shown in Table 2. The ideological elements are pushed on the same screen with AI-generated up-to-date materials at the exact moment when the corresponding knowledge point is taught, so that value elements are built into the knowledge teaching itself, as the national guideline requires [1].

Table 2. Examples of the "channel justice" CIPE mapping.

Knowledge point	CIPE theme	In-class activity
Channel functions	County commercial system construction	Bullet-screen Q&A: how channels promote common prosperity
Channel member selection	Common prosperity	Role-play negotiation based on AI-generated cases
Channel conflict	Anti-monopoly and fair competition	Micro-debate on platform "choose one of two" penalty cases
Online channels	Data security and personal information protection	Scenario-based decision making with AI-simulated dilemmas

The model also extends to the pre-class stage through flipped classroom task cards. Before class, students complete three types of AI co-creation tasks. They generate a questionnaire on the channel status of a hometown specialty product and collect about 30 responses, together with an AI-generated descriptive statistical summary. They also draw the channel structure diagram of a selected enterprise with AI assistance and upload it to the platform for peer voting. A third task asks each group to generate a script of three possible channel conflicts when the product enters community group-buying and then to select one scenario and shoot a one-minute micro-

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video. These tasks move knowledge memorization out of the classroom, so in-class time is concentrated on higher-order activities such as negotiation, debate, and decision-making.

4. Process-Oriented Assessment Reform

The assessment scheme changes from "one exam decides everything" to a process-oriented system in which the final grade consists of 50% formative assessment and 50% summative assessment. The formative part includes AI instant feedback (30%, in-class quizzes and AI pre-evaluation of reports), peer assessment (10%, bullet-screen likes and structured mutual evaluation), and teacher value comments (10%, based on micro-debate performance). The summative part cancels the closed-book examination and replaces it with an AI-assisted channel diagnosis report (40%) and an on-site defense (10%). In the defense, students bring their AI feedback records and answer questions such as "how to use channel design to serve rural revitalization", so that knowledge, ability, and value are examined together. Referring to the experience of AI-supported peer assessment [2], AI pre-scoring serves only as a reference, and every score is finally confirmed by the teacher; this guards against machine hallucination and students' over-reliance on LLMs [3,5]. All process data are retained on the platform. Each student can view a personal three-dimensional radar chart after every session. The teacher, in turn, can trace the growth trajectory of knowledge, ability, and value across the whole semester.

5. Implementation Plan and Expected Outcomes

The reform is carried out within the college-level teaching reform project "Research on the Innovation of the Blended Teaching Model of Marketing Channels under the Synergy of AIGC Empowerment and CIPE". The project is approved by the School of Business Administration, University of Science and Technology Liaoning, with a formal period from October 2025 to October 2026. Preparation began in September 2025, ahead of the formal start. The effect assessment will extend to January 2027 to cover a complete teaching semester. In the Set-up stage (September-December 2025), the team built the Chaoxing class portal, compiled Prompt Library 1.0, produced 10 CIPE micro-videos, and wrote the first version of the four-phase scripts. In the Trial stage (February-July 2026), we applied the model to two classes of the Marketing major and collected platform records. In the Assessment stage (September 2026-January 2027), a satisfaction survey and a grade comparison with previous cohorts are under way, and the scripts will be iterated to version 2.0. Detailed evidence of classroom effects from the pilot will be reported in a separate empirical study, so that the design rationale and the outcome evaluation can be examined independently. In the Replication stage (from 2027 onward), the team will transfer the prompt package and case library to related courses such as Retailing. This stage is presented here as a transfer design. Implementation outcomes in these courses will be reported once the transfer is completed. The expected deliverables include a "channel justice" case library, a sharable prompt package, and teaching research papers; the project is expected to benefit about 120 students per cohort in the course, and more students through course transplantation.

The reform also sets explicit risk-control and ethical safeguards. Student surveys point to concrete worries: AI answers are sometimes wrong, the handling of personal data is unclear, and the line of academic integrity is easy to cross [6]. In response, all AI-generated materials are reviewed by the teacher before entering the classroom. Students are required to mark AI-assisted content in their reports and take personal responsibility for the final submission. Classroom discussions of AI ethics themselves become CIPE material, leading students to reflect on the boundaries of technology and on social responsibility. One point must be made plain: the effect verification of the reform is still in progress. The team will evaluate it through platform behavior analytics (attendance, interaction frequency, and quiz accuracy), questionnaire

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surveys on CIPE perception, and a comparison of course performance distribution with previous cohorts; the results will be reported once the complete data are collected. The university provides 1:1 matching funds for teaching reform projects, and the project team consists of six teachers covering course teaching, case development, and instructional design. These conditions make the implementation plan feasible.

6. Summary

This paper has recorded how a college-level teaching reform project turns an AI-empowerment scheme into an operable design for the Marketing Channels course. The design consists of a four-phase classroom cycle, a zero-code light AI application workflow backed by a structured prompt library, a “channel justice” value thread embedded into knowledge points, and a process-oriented assessment system with explicit ethical safeguards. Its contribution lies in the design decisions and the replication path rather than in outcome evidence. For non-technical business course teachers, this workflow gives a feasible way to embrace generative AI without giving up the teacher's role in value guidance. Two limitations should be noted: the model has so far been piloted in a single course at a single university, and its effect on learning outcomes is still being verified. Even so, with minor adaptation, the design can be transplanted to other courses of business administration.

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