

Research on the Reform of Credit-based Teaching Mode for International Trade Practice Course Based on Industry-Academia Cooperation

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Keywords: Industry-academia collaboration, International Trade Practice, cross-school credit, teaching model innovation

Abstract: Strengthening the cooperation between universities and enterprises, deepening the integration of industry and academia, enhancing students' practical abilities, and achieving the goals of talent development in higher education, our university has explored and practiced innovative credit-based teaching models for cross-school study of the international trade practice course under the background of industry-academia cooperation. This paper analyzes the key issues in the teaching of the international trade practice course in the context of industry-academia cooperation and proposes suggestions and countermeasures from two aspects: pre-teaching preparation and online/offline teaching in the credit-based teaching mode for cross-school study. The key issues in the teaching of international trade practice under industry-academia cooperation include: insufficient value orientation in teaching content, the need for improvement in practical teaching conditions and internship bases, inadequate interaction between teachers and students as well as among students, insufficient practical teaching in course design, and a single and result-oriented assessment method neglecting the process. This paper proposes solutions such as optimizing talent development goals, restructuring course content, building online/offline platform resources, co-establishing training bases with enterprises, reforming teaching models and methods, and reforming the assessment mode of the course.

1. Introduction

In 2017, the cultivation of applied talents and the enhancement of students' practical abilities were emphasized through the establishment of university laboratories and learning bases. In the same year, in order to further carry out the "bringing enterprises into education" reform and encourage enterprises to participate in the reform of higher education teaching, the General Office of the State Council issued the "Opinions on Deepening the Integration of Industry and Education" (State Council Document [2017] No. 95), calling for enterprises to participate in and organize higher education on the basis of legality and compliance^[1]. In 2019, to deepen the integration of industry demand and talent cultivation on the supply side, and promote vocational education and higher education reform, the State Council issued the notice "Implementation Measures for the Construction of Industry-Education Integration-oriented Enterprises (Trial)" (National Development and Reform Commission and Ministry of Education [2019] No. 590)^[2].

In 2015, the Ministry of Education issued the "Opinions on Strengthening the Application and Management of Online Open Courses in Higher Education" (Jiao Gao [2015] No. 3), which clearly stated the need to further strengthen the application and management of online courses in universities. On June 21, 2018, during the National Conference on Undergraduate Education in the New Era, Minister of Education Bao sheng Chen proposed the reform of traditional teaching and learning methods. He emphasized the need to widely promote inquiry-based, personalized, and participatory teaching, as well as new teaching models such as flipped classrooms and blended learning. The goal was to transform the passive one-way classroom into an interactive space for colliding thoughts and inspiring wisdom, encouraging university students to actively "sit in the front row, raise their heads, and ask questions."^[3] In January 2016, the Liaoning Provincial Department

of Education jointly issued the "Key Points of Work for the Provincial Department of Education (Provincial Committee of Higher Education Working Committee) in 2016," which explicitly emphasized the promotion of "cross-school credit-based courses and credit recognition based on high-quality open courses and online learning platforms."^[4]

In this context, the traditional teaching model of the International Trade Practice course is unable to address current issues or achieve the goals of talent cultivation in higher education. Therefore, it is necessary to reform the teaching model of the International Trade Practice course by introducing a cross-school credit-based blended learning model. Our university is undertaking innovative explorations of the cross-school credit-based blended learning model in the classroom of International Trade Practice.

2. Key Issues Addressed by the Reform of the Blended Teaching Mode for Cross-School Credit Courses in International Trade Practices

(1) Insufficient emphasis on value-driven knowledge dissemination in teaching content. The shaping of socialist core values is inadequate, and the ability to serve the "Belt and Road" construction is weak. Some students lack a strong sense of patriotism and national pride. The existing talent cultivation programs and goals focus more on knowledge dissemination and lack sufficient value orientation. Students' ideals and beliefs need to be enhanced, and their sense of vocational mission and responsibility should be further strengthened.

(2) Improvement is needed in practical teaching conditions and internship bases. Currently, in the practical teaching component of our international trade practices course, students use teaching software for simulation exercises and practice in computer labs. However, on one hand, the teaching software quickly becomes outdated due to the continuous development and updates in the industry. The procurement of new teaching software is costly, and timely replacement requires a significant amount of funds, placing high demands on the operation and resource allocation of the institution. On the other hand, the teaching software can only provide simulation training, and although it helps in understanding and mastering the actual operational processes, there is still a certain gap between the simulation and daily business operations of enterprises. Therefore, improving practical teaching conditions and effectively utilizing internship bases becomes one of the key issues.^[5]

(3) Insufficient teacher-student interaction and student-student interaction, with fewer student-centered teaching activities. Students lack initiative in their learning, and most of them remain silent in the classroom, showing low enthusiasm in participating in teaching activities and being reluctant to answer questions proactively. There is limited interaction between teachers and students. The level of commitment to collaborative projects or assignments varies among students, and their participation in peer assessments is low. It requires teachers to enhance their interactive abilities in the classroom, allowing students to truly become the masters of the class and placing them at the center of classroom activities.

(4) The curriculum is theory-focused, with insufficient practical teaching. Our international trade practices course at our school allocates 32 hours for theoretical classes and 32 hours for practical classes. However, due to the traditional emphasis on theoretical teaching, there is a lack of supervision and evaluation criteria for the process and quality of practical teaching, significantly reducing its actual effectiveness. Limited by teaching conditions, practical teaching often remains limited to case analysis within the campus or computer simulations to supplement practical knowledge, without truly achieving business operations. However, the cultivation of practical skills in international trade cannot be achieved solely through a few class hours.

(5) The assessment methods are monotonous, and the evaluation focuses more on results than the learning process.^[6] Some students do not value process-oriented learning, and they lack sufficient dedication to their studies on a regular basis. They prioritize result-based assessments and are satisfied with cramming for the final exams, adopting a mindset of achieving passing grades being sufficient. Some students passively go through classroom learning, forgetting what they have learned once the course is over. The professional competence of students in internships is not

outstanding, and the evaluation of internship performance in cooperation units such as practical teaching bases is not high.

3. Analysis of Innovative Teaching Models Based on Industry-Academia Collaboration in the International Trade Practices Course

Our school has explored the innovative blended teaching mode for cross-school credit courses in international trade practices through pre-teaching preparations and online and offline teaching. Based on the practice of innovative teaching models under our school's industry-academia collaboration and relevant literature, this paper analyzes the innovation of the blended teaching mode for cross-school credit courses in international trade practices based on industry-academia collaboration..

3.1. Preparatory Stage of Teaching

(1) Optimizing talent development objectives based on industry-academia collaboration. The talent development objectives should be established as "specialized and versatile" applied compound talents. Universities should fully utilize the mechanisms of industry-academia collaboration, conduct field surveys in enterprises, and engage in discussions with them to develop effective and applicable applied talent development plans.

(2) Restructuring the curriculum content. Following the Outcome-Based Education (OBE) philosophy, the overall restructuring of the international trade practices course content should start with the requirements of enterprises. Teachers should dynamically update teaching content and timely incorporate the latest achievements in international trade practices.

(3) Upholding the fundamental task of moral education and character development. Teachers should guide students in contemplating how China can transition from a large trading nation to a strong trading nation, cultivate students' awareness of international commercial risk prevention, and integrate and unify the process of professional teaching with ideological and value guidance. Upholding moral education and character development with a student-centered approach and aiming to meet the practical job requirements of import and export businesses.

(4) Building online and offline platform course resources. In the online component of our school's international trade practices course, we directly adopt the provincial-level quality video open courses from Liaoning University of Science and Technology as the main content of the course. The course is built on the online learning platform. Additionally, relying on the online learning platform, an online teaching resource library is established, including teaching plans, course schedules, PowerPoint presentations, knowledge point videos, teaching case libraries, supplementary material libraries, assignment libraries, question banks, activity libraries, and discussion areas. The course resource library is regularly updated to supplement current events and trade hot topics, continuously improve the library of teaching activities, and increase student-centered teaching activities with strong interactivity and high student participation. Furthermore, based on the new talent development objectives, curriculum content restructuring, and the fundamental task of moral education and character development, relevant teachers should collaborate to modify the syllabus, lecture notes, and teaching plan

(5) The implementation of practical teaching in the current "International Trade Practices" course largely depends on the availability of practical teaching resources that meet the requirements of the course, with practical training bases being particularly important. These training bases can provide students majoring in international trade with the necessary practical knowledge and operational teaching support during their course of study. Additionally, they can offer students internship opportunities upon graduation, enhancing their employment skills and job prospects. Therefore, the "International Trade Practices" course should make full use of funding and policy benefits provided by the school and the Ministry of Education, among others, to establish cooperative models with enterprises for the construction of well-equipped training bases. Simultaneously, feasible and sustainable training plans should be developed to ensure that the training bases become truly integrated platforms for industry-academia collaboration in nurturing talents. By fully utilizing the

industry-academia collaborative training bases, enterprises can cultivate students with practical skills, while schools can provide enterprises with applied talents..

3.2. Online and Offline Teaching Stage

(1) Reforming the course teaching model: Student-centered learning + Teacher-led offline lectures + Interactive discussions. Prior to class, teachers assign online learning tasks (including cross-school credit course learning using online teaching resources, textbook study, and discussion topics). A student assessment is conducted to identify key topics for in-depth explanation and training during offline classes. In-class activities involve interactive discussions, skill training, and teacher summaries and feedback. After class, students consolidate their learning through online practice and completing assignments. Offline interactions for Q&A sessions are also conducted. Teachers reflect on their teaching based on student performance and questions, and refine the teaching content accordingly.

(2) Reforming the course teaching methods: Conducting pre-course surveys to match teaching methods with students' classroom needs, enhancing teacher-student interaction, and increasing learning interest. For instance, using current news, images, videos, and classic stories as course introductions; conducting group discussions and experience sharing during pre-assessments to understand students' online learning progress; employing various teaching methods such as situational experiences, task-driven approaches, game-based teaching, group cooperation, and classroom debates to facilitate participatory learning; conducting post-assessments through live demonstrations, student practice, and feedback cards; and helping students deepen their understanding and memory of the content through summarization and mind mapping.

(3) Reforming the course assessment mode. Teachers adopt a process-oriented assessment approach and implement scientific management of students' progress. Process-oriented assessment methods include using the "Cloud Classroom" mobile teaching platform for attendance, distributing learning resources, assigning tasks, submitting and evaluating assignments, conducting in-class Q&A sessions, surveys, brainstorming, discussion-based Q&A sessions, practical skills assessments, case analyses, simulated negotiations, and group scores.^[7] In our school's international trade practices course, the process-oriented assessment methods, particularly brainstorming, practical skills assessments, case analyses, simulated negotiations, and group scores, have proven to stimulate students' initiative and engagement in learning, encourage deep thinking, and provide a more objective evaluation of students' learning outcomes and mastery of course content compared to traditional assessment methods. These methods have been well-received by students. Additionally, teachers need to keep records of the learning process management and process evaluation. Traditional assessments in international trade practices courses often heavily rely on end-of-term written exams. However, to achieve comprehensive and objective assessment of students' final learning outcomes, adopting various assessment formats such as project assignments, essays, and knowledge competitions is essential. By utilizing a diversified assessment approach that includes process-oriented assessment and assessment of final learning outcomes, a multidimensional and multi-stage hybrid student evaluation system can be established, leading to a reform in the course assessment mode.

4. Conclusion

The exploration of the innovative blended teaching mode for cross-school credit courses in international trade practices has yielded significant results. Firstly, it has effectively fulfilled the fundamental task of moral education and character development by integrating the values of professionals in international trade into teaching practices and updating the course syllabus. The teaching content has been restructured, moving away from a knowledge-centric approach to focus on developing students' abilities and values. Students have demonstrated enhanced integrity, a stronger sense of rules and teamwork, and a deeper understanding of the core values of socialism. Secondly, the student-centered and outcome-oriented teaching design has covered the entire teaching process, effectively motivating students and enabling them to establish a theoretical and

professional foundation for their future work in related fields, thereby equipping them with essential skills to address practical issues in international trade. It has also further enhanced students' sense of professional mission and responsibility. Thirdly, the diverse assessment design highlights process evaluation, shifting the focus from result-oriented assessment to the learning process of students. Process-oriented assessment has been given more weight, comprehensively evaluating students' abilities in solving complex international trade issues, language expression, teamwork, and summarization skills. Through online and offline process assessments, the final grades are directly linked to students' learning outcomes. Finally, it has tapped into students' intrinsic motivation for learning and nurtured their innovative and entrepreneurial abilities. In the implementation of innovative teaching models, teachers have focused on the application and transfer of knowledge among university students, thereby enhancing their innovative capabilities. This teaching mode has gained widespread recognition among university students.

Acknowledgements

I express my gratitude to support by the Research Project on Undergraduate Teaching Reform in Liaoning Province's General Higher Education Institutions in 2022 (Innovative Research on the Blended Teaching Mode of Cross-School Credit Courses in the "International Trade Practices" Course Based on Industry-Academia Collaboration).

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