

Discussion on Teaching Reform Based on Logistics Management Course^{*}

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Abstract - This paper, based on modern logistics management curriculum features and the training objectives of high-quality logistics personnel, by integrating new concepts of logistics teaching reform, puts forward a number of recommendations on innovative teaching according to the following aspects: transforming the curriculum and teaching methods improvement. And aims at improving currently university training model of logistics management professionals, training professionals adapt to the current development of the logistics to meet the needs of society.

Index Terms - Logistics Management, course features, curriculum transformation, diverse teaching.

1. Introduction

In recent years, logistics management, as a cross and emerging disciplines, has a rapid development. the competition between corporations around the world, in fact, is the competition for high-quality logistics talent. Logistics talent is a necessary backup for any businesses' survival and development. Aimed to train professional logistics personnel, keeping up with the basic principle of enhancing comprehensive quality of the personnel, the logistics education in higher vocational schools, certainly, will choose to root in the demand of modern logistics corporations, to set up clear professional goal in logistics; to train professional personnel with such talents: with the ability to confront front-line of the production, service and management, to undertake the basic management like the logistics transportation, storage, delivery and so on, with the ability to do better in management and coordination, and also, be fluent in both logistics management and marketing [1]. With the increasing demand for logistics management professionals in the whole society, high-quality talents are in short supply. However, China's logistics management professional course construction is still largely followed the existing system, and expertise knowledge acquisition for students is mostly still at the theoretical level, moreover, many teachers still adhere to the traditional teaching methods, all of these greatly hinder the current curriculum development of logistics management. Therefore, how to construct a scientific and reasonable training model of logistics management professionals to meet the social needs become a serious problem [2].

2. Modern Logistics Management Course Characteristics and Identified Training Objectives' Attributes

2.1 The professional property of Logistics Management

The differences between logistics management and other disciplines are as follows: Curriculum terminology and unique theoretical lead to the lack of student interest, such as JIT [3], Material Requirements Planning, containers and pallets. The course involves considerable abstract theory of and profound economics and management theory, which increases the difficulty in understanding for students, such as ABC analysis, Pareto's law and so on [4].

Strong practicality and technical allow students to feel inadequate capabilities, such as warehouse management practices, distribution practices, and transportation management practices and logistics facilities.

Logistics Management Course is a comprehensive interdisciplinary, involving economics, social management, mechanical physics, computers and other disciplines of knowledge to solve practical problems [5,6], so students need to have very strong creative thinking skills.

2.2 The fundamental teaching goal of Logistics Management

Logistics Management teaching aims at training high-quality, application-oriented professionals. However, high-quality professional training depends on its curriculum, teaching methods and model innovation. "People-oriented" teaching new ideas need us must implement more effective teaching innovation. We should fully mobilize the enthusiasm and initiative of students to participate in practice [7].

3. Logistics Management Curriculum Reform Proposals

3.1 Adjust course contents based on applicability

At present, the textbooks and experiment introduction books that are suitable for project teaching in logistics courses are lacking. In most textbooks, the cases are not that typical and representative and the theories are lacking in those books. It is suggested that the cases for project teaching be further improved based on the conclusion of practical experiences to write the appropriate textbooks and experimental introduction books, thus meeting the need of new teaching mode.

As to turning the ideal into action to cultivate the high-quality professionals in logistics, an appropriate curriculum system is the important carrier. Because elements like the

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products, fund, information, technology, personnel are united together and can do some work through the whole process in logistics industry, and because of the systematic ness and integration of logistics industry and its dominant features which covers all kinds of region, Industries and apartments, with no doubt, the setting up of the curriculum contents of logistics should follow reasonable principles, focus on the professional and comprehensive ability demanded by the post, follow the plan of first professional ideal, then professional skills, finally enhance the ability of social practice step by step, to build up theoretical and applicatory curriculum systems well adapted to the career demand of high vocational school students reasonably.

Course contents should be chosen very carefully. For some contents, taking students' quality and level into account, we should cancel properly. For those abstract contents extremely difficult to understand and require students to master, teachers should be clever in guiding. For example, when talking about the material requirements planning (MRP), the theorems and derivation are too complex to accept for students, teachers can summarize the principle of the whole MRP into one easy to understand, and cleverly induce students to understand the derivation [8].

3.2 Adjust teaching plans and appropriately increase the proportion of live teaching lectures and field teaching

Logistics Management Course has a strong practical operation, so teachers should lead students to factories, companies, galleries and other places to visit and study. Courses can be taught by professional technician workers or those who have practical experience. Students could get direct experience and practical ability when they learn by doing. In this way, it is helpful for students to understand and firmly grasp relative knowledge [9]. Take studying "Warehouse Management Practices" as an example, teachers can arrange students to visit companies operating warehouses or warehouse. Through on-site instruction, students' knowledge and understanding of warehouse management could be deepened. However, this part is relatively weak and has difficulty to achieve, more support from the leadership and enterprises are expected.

3.3 Integrate diverse teaching, based on curriculum features and content objectives to improve the effectiveness of classroom teaching

Diverse teaching is a teaching form, which integrates and uses a variety of teaching methods in accordance with the specific content of curriculum. Logistics Management Courses feature in its theoretical, applied, and operability. It should adopt diverse teaching practice to cultivate the highly qualified personnel can meet the social needs of the logistics industry development.

1) Professional nature depends the "Case Teaching" is indispensable in logistics management teaching

Logistics Management strong professional attribute determines the importance of the case teaching method in

course teaching. Case teaching, namely, according to teaching objectives and content, teachers set a specific case for teaching and students involve in the context of specific issues to analyze, discuss and communicate. So, it can enhance students' understanding of the basic principles and concepts and cultivate students' comprehensive ability. For example, when explaining the supply chain management, through Dell's supply chain management mode enumeration, teachers can make students understand the knowledge points more thorough. Case teaching integrates the theory into a vivid specific case, helpful for students to enhance understanding of course content [10].

2) Training objectives doom "project teaching" is a best teaching mode selection for logistics management

The ability to integrate practice and theory is an essential quality for logistics management students. "Project teaching" is the best teaching model to test and evaluate whether students achieve teaching purposes. Project approach, namely, under the guidance of Piaget's theory, objects to the actual object and teachers decompose the project for proper demonstration, and then let the students to discuss, collaborate and learn around their own projects. The implementation of the teaching project can be a relatively independent task for students to independently complete. Students in charge of information collection, program design, implementation and evaluate, teachers only guide properly and answer problem-solving [11]. Through each project practice, students can understand and grasp every aspect of the basic requirements. For example, after completing planning and operations of the distribution center location and lay out content, teachers require students to choose location of a well-known chain store. Students are responsible for the whole process from gathering information, developing alternatives, evaluating the program to finalize the program. Through projects practice, students deepen understanding of knowledge and the system; the results also reflect the students to think in-depth, and enhance the ability of students to integrate the theory into practice, eventually lay the foundation To high-quality talents training.

3) Combine traditional teaching and multimedia teaching strengths, improve teaching methods

There are many teaching styles which can be chosen in project teaching method. Which one can be chosen to teach must be based on the teaching goals and students' former experiences and learning tasks. It will affect the teaching effect if one teaching style is consistently used. For instance, the way to cultivate students' social ability is to ask them to communicate with each other more frequently, thus helping them learn how to contact with other people, how to cooperate with others and how to solve the conflicts with others. In all, it can help stimulate the interest and improve the operating skills of students to use practical imitation. Besides, it is based on the specific features of project to decide whether finishing it by individual or by groups. A conclusion is drawn through multiple practices of teaching: it's appropriate for students to finish the items which purely aim at studying the brand new knowledge individually, while it's more suitable for them to

work in groups when it comes to the complicated projects. It is because that each student has his own special ability, so the complementary in knowledge can help them solve more problems. Indeed, finishing projects individually and by groups are both advantageous in cultivating students' ability. Therefore, the implement of projects should take students' development into consideration so as to establish working groups more flexibly and improve students' ability in more fields.

Multimedia teaching methods can create logistics management scenario in a unique way, it can attract students to the full range of sensory, contribute to positive thinking and stimulate curiosity. Therefore, referring to the courseware, it should be concise, vivid .If accompanied by detailed picture information, FLASH animation data or audio video data, it can achieve better results. For example, during the process of teaching logistics management warehousing and distribution, teachers can show photographs collected from a warehouse and a distribution center and explain to the students the specific operating conditions in practice, so that students fully understand the actual content. Multimedia teaching method is an indispensable mean among case teaching.

4. Summary

Logistics teaching should combine logistics professional courses' intrinsic property, students' realistic and ambitious training targets, under the guidance of the basic law and the principles, and adhere to the "people-oriented" new teaching philosophy. Teachers should unite imparting knowledge and developing students intellectual, flexibly use a variety of teaching methods and seek a new model more suitable for the logistics discipline teaching. Based on the continuous improvement of logistics teaching system, the teaching reform could be improved to train high-quality professional talents enough capable of adapting the rapid development of China's logistics industry.

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