

# Research on the Curriculum Reform of International Freight Forwarding Course Based on the Teaching Model of "Micro-lecture+PAD class+Simulation Practice"

Linli Meng

*School of Business, Shanghai Normal University Tianhua College, Shanghai, 201815, China*  
*Corresponding author. Email: mll71124@163.com*

## ABSTRACT

Aiming at the problems existing in the International Freight Forwarding course of the current undergraduate colleges, which emphasize knowledge and neglect skills, a teaching model based on "Microlecture+PAD class+Simulation" is proposed to achieve the teaching concept of "integration of knowledge and action, multiple evaluations, improvement of literacy". On this basis, the teaching process is designed and the teaching evaluation is reformed, with a view to cultivating application-oriented undergraduate international freight forwarding talents that meet market demands.

**Keywords:** *PAD class; Micro-lecture; Simulation Practice; teaching model; lecture reform*

## 1. INTRODUCTION

International Freight Forwarding is a practical and highly operable course. How to improve students' practical operation ability and employment competitiveness has become an urgent problem to be solved in this course. Many teachers have studied on the construction of teaching system [1], the connection between teaching and business process [2] [3], practical teaching mode [4] [5], etc. Each of the above studies has its own focus, most of which are aimed at Higher Vocational Education. The research on how to carry out the teaching reform of this course for applied undergraduates is not deep enough. On the basis of the above research, this article combines the teaching concepts and methods based on Internet + to explore the teaching reform of the application-oriented undergraduate "International Freight Forwarder" course, in order to train the application-oriented international freight forwarding talents who meet the market demand.

## 2. ANALYSIS OF THE TEACHING STATUS OF INTERNATIONAL FREIGHT FORWARDER COURSE

International Freight Forwarding is a core course of logistics management major. This course has a wide range of professional knowledge, involving international trade practice, international cargo transportation and insurance, customs inspection, customs and other aspects of knowledge and relevant international laws and regulations.

However, at present, classroom teaching focuses on the cultivation of basic knowledge, and there are deficiencies in skill training and practical operation. The main problems are as follows: First, the instructional design is large and comprehensive, which is difficult to achieve the desired effect in the short term; second, theoretic teaching is the mainstay, the teaching method is not innovative, and it is not easy to arouse students' enthusiasm; third, the training equipment is incomplete, the simulation software is outdated, and the training link is boring and tasteless, which does not attract students' interest and attention; Fourth, the disconnection between the teaching material and the actual operation affects the cultivation of students' operation skills and practical ability, and the enterprise needs to spend a long time for training [6].

## 3. TEACHING REFORM EXPLORATION OF INTERNATIONAL FREIGHT FORWARDING COURSE BASED ON "MICROLECTURE+PAD CLASS +SIMULATION PRACTICE"

### 3.1. The Goal of Teaching Reform

The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) proposes to deepen teaching reform, strengthen practical teaching links, strengthen employment and entrepreneurship education and employment guidance services, fully mobilize students' enthusiasm and initiative, and improve the quality of talent training To meet the talent needs of industrial transformation and upgrading [7].

The course of International Freight Forwarding is highly practical and operable. In order to cultivate application-oriented talents that meet the needs of enterprise development, it takes "integration of knowledge and action, multiple evaluations, and improvement of literacy" as the goal of course reform.

"Integration of knowledge and action" means that the curriculum design aims to "apply the professional knowledge learned by students to practice". Undergraduate international freight forwarding course teachers often pay attention to the transfer of professional knowledge, ignoring the students' ability to apply professional knowledge. Therefore, this reform adds a "simulation practice" to improve students' ability to apply their knowledge. "Multiple evaluations" is based on diverse teaching content and diverse teaching methods, and can reflect the assessment methods of students' comprehensive qualities and abilities. For international freight forwarding application talents, not only need professional knowledge and operational skills, but also need analysis, learning, innovation and other capabilities. Therefore, this teaching reform follows the concept of multiple evaluations to enhance the comprehensive quality and ability of students. "Improvement of literacy" includes the improvement of professional literacy and social literacy.

Instructional design not only considers the mastery and application of professional knowledge, but also considers improving students' ideological sentiment and ethical behavior, and take the positive and negative events in the professional field as teaching cases to guide students to understand the social qualities that should be possessed as a freight forwarder.

### 3.2. Construction of teaching mode based on "Micro-lecture+PAD class+Simulation Practice"

#### 3.2.1. The concept and characteristics of Micro-lecture and PAD class

Micro-lecture is a web-based multimedia teaching method. Through about ten minutes of teaching video, the teaching content is displayed to students in a targeted manner. The teaching theme is outstanding, the time is short, and the efficiency is high. The teaching video is the core component of the micro-lecture, and its characteristics are short time, single knowledge point, and strong pertinence [8]. The advantages of micro-lecture are mainly reflected in the ease of use of resources, outstanding themes, exquisite design, and specific content. This teaching method helps students to deepen their understanding and mastery of knowledge, and at the same time helps to improve students' autonomous learning ability [8].

PAD class is a new teaching model proposed by Professor Zhang Xuexin of Fudan University. Its core concept is to allocate half of the classroom time to teachers for teaching, and the other half to students for interactive learning in the

form of discussion. The teaching process is divided into three processes in time: Presentation, Assimilation and Discussion. On the basis of strengthening the individualized absorption of students, it adopts the "second class discussion" method to allow students to consciously accept and internalize. It is a kind of learning towards self-education and education based on progressive autonomous learning [9]. Through the study of scholars and teachers, it is found that PAD class can enhance student-student, student-teacher interaction, increase student's enthusiasm, cultivate students' comprehensive quality, and improve students' ability to express and communicate [10].

#### 3.2.2. 3 The construction idea of teaching mode

This teaching reform combines online education and face-to-face teaching methods to give full play to the advantages of them. And then, "Micro-lecture+PAD class+Simulation Practice" teaching model is constructed, which is based on the practical characteristics of the course, and make full use of the international freight forwarding practice system. The model is shown in Figure 1.

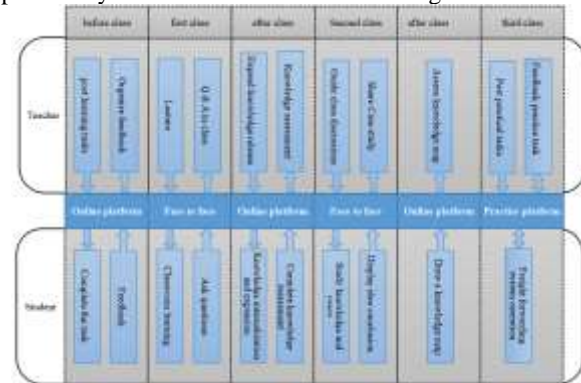


Figure 1 Design Ideas Based on the Teaching Model of "Micro-lecture+PAD class+Simulation Practice"

Based on the design concept of "Micro-lecture+PAD class+Simulation Practice" teaching mode, the learning and teaching process of freight forward knowledge points is divided into three stages which are before, during and after class.

Before the class, the teacher shares the micro-lecture videos and teaching materials of the knowledge points of this chapter through the course learning center, and arranges the learning tasks and related questions; students accept learning tasks and complete micro-courses and teaching materials with questions. Students upload the completed learning tasks and answers to questions. Teachers check the answers uploaded by students in advance to understand students' knowledge of knowledge points and common questions in advance.

During the course, a total of three lessons are required (the course can be adjusted according to the actual situation). The first lesson is mainly lectures. Before the lecture, the teacher adjusts the focus and difficulty of the teaching according to the students' mastery of the teaching content

before the class, so as to effectively conduct face-to-face teaching. Since the students have pre-study the teaching content before class, students can listen to the class with questions, which improves the learning efficiency. The second lesson is mainly based on the application of knowledge points of the previous courses. By discussing related cases in groups, students can master the application of knowledge points. In the discussion process, students are the mainstay, and teachers guide questions and answers, forming a teacher-student interaction. The third lesson, focusing on the operation of freight forwarding systems, assesses and improves the practical application of students' knowledge points in the previous two courses. The freight forwarding system takes actual business operations as an example. Teachers arrange services in advance according to the teaching content. Students operate related businesses on the computer. According to the completion of student business, teachers understand the students' knowledge mastery and application ability, so as to check for gaps.

After the first class, students internalize and absorb the knowledge they have learned, make full use of network resources, and further expand the knowledge field to complete related tasks. This not only facilitates students' in-depth understanding and mastery of knowledge and skills, but also lays the foundation for the next class discussion, and improves students' initiative, enthusiasm and creativity in participating in the discussion. After the second lesson, the knowledge is incorporated into the student's knowledge system through mind maps, and at the same time improve the students' in-depth understanding and mastery of the entire curriculum system.

The teaching model needs to focus on process assessment, weaken the result assessment, and change the assessment model of "one test to set grades", so that students can pay attention to the learning process, stimulate learning enthusiasm, and guide students to learn actively.

### ***3.3. Implementation of teaching mode based on "Micro-lecture+PAD class+Simulation Practice"***

In the course of implementing this teaching model, the course of International Freight Forwarding focuses on the construction of network resources, the teaching implementation process, and the reform of the assessment model. The assessment model is mainly based on "process assessment" and supplemented by "result assessment".

#### ***3.3.1. Pay attention to the construction of network resources***

The International Freight Forwarding course has completed the construction of an online course center. Micro-lecture videos of the knowledge points of each chapter of the course are completed recording and uploaded to the online course center; at the same time, the syllabus, curriculum implementation plan, multimedia

courseware, lesson plans, list of learning tasks for each chapter, teaching cases, system operation guidance test guidance, test questions library and knowledge development materials and other content has uploaded to the online course center. At the same time teachers and students can use the mobile client to communicate anytime, anywhere; and teacher can conduct a discuss or an online exam on the online course center. In addition, the online course center can be seamlessly linked to a variety of online course learning platforms, providing powerful resource support for students' pre-learning and post-learning studies.

#### ***3.3.2. Pay attention to the teaching implementation process***

In order to smoothly implement the entire teaching model, the system of International Freight Forwarding was adjusted. First of all, take the ocean freight forwarding as an example to decompose its process into: cargo collection, booking, shipping, customs inspection, customs declaration, order making, and delivery, which are the teaching topics and design the teaching process using the teaching mode of "Micro-lecture+PAD class+Simulation Practice" respectively. Take customs declaration as an example, teachers organize the knowledge points of customs declaration to record micro-lecture video, and arrange learning tasks and assignments. Students learn micro-lecture video before class and complete homework. In the first lesson, teachers focus on the difficulties and priorities in customs clearance which are the common problems in the homework, students complete the internalization of knowledge absorption and complete after-school homework after class. In the second class, teacher briefly explained the problems that still exist in the first after-school assignment, and then provide a customs case, and the students in groups discuss the case, and the teacher guide the question during the discussion. Finally shared by a group of students, other groups can ask questions or supplements, so that students can think about the application of knowledge points from different angles. In the third lesson, students complete the import and export business customs business in the freight forwarding operating system.

Through the research of the network curriculum center, 81.5 percent of the students supported the teaching model of "Micro-lecture+PAD class+Simulation Practice", 80.6 percent thought that the model could improve learning enthusiasm, and 80.5 percent thought that the learning effect of this model was better than the traditional teaching model.

#### ***3.3.3. Reform the assessment model***

The teaching model encourages students to actively participate in the whole teaching process, and active discussion and thinking is the key to stimulate students'

interest in learning, so this course adopts the combination of teacher evaluation and student evaluation, process evaluation and result evaluation, in-class evaluation and extracurricular evaluation, theoretical evaluation and practical evaluation, so as to achieve a comprehensive and objective evaluation of students' learning results. The process assessment accounts for 70%, the result assessment accounts for 30%. The process assessment includes the student attendance situation, usual homework, small test, inside and outside the class discussion and simulation practice operation and other conditions assessment results, the final examination focus on the assessment of students' basic concepts, operational task points and document filling.

#### 4. SUMMARY

Combined with the talent demand characteristics of the freight forwarding industry and the course characteristics of International Freight Forwarding, the three teaching methods of "micro-lecture", "PAD class" and "simulation Practice" are combined to construct a teaching model based on "Micro-lecture+PAD class+Simulation Practice". This model fully combines the advantages of e-learning, PAD class learning and simulated practical operation, which enables the organic integration of "teacher-led" classroom teaching and "student-centered" autonomous learning, and the enthusiasm and initiative of students to learn get the most mobilization. Through proactive learning, students' knowledge of freight forwarding is improved. At the same time, the "learning while doing" teaching process improves students' practical ability in freight forwarding business, laying a foundation for future freight forwarding work. However, this model requires more in-depth exploration. Teachers continue to accumulate experience in the process of application, further study and perfect the teaching model, and extend this teaching method to other courses, so as to achieve the goal of comprehensively improving the teaching level.

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