

# *Perspective on Construction of Teaching Resources Database of International Trade Specialty in Higher Vocational College*

—Illustrated by the Example of "Documents for Foreign Trade"

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**Abstract**—The rapid development of information technology and network technique as well as their widely use in education has determined that the construction of instructional resource database on the basis of such technology will become an important topic in curriculum construction and educational reform of the higher vocational school. This subject focuses education resource on the current state of the construction of higher vocational database, deliberates about the inefficacy of the educational support as well as analyzes nature and function of the instructional resource database. And starting with design and development of the foreign trade documents curriculum instructional resource databases, this paper will provide practical examples for the construction of higher vocational instructional resource databases in order to achieve improved teaching quality and effective implement of project curriculum.

**Keywords**—teaching; resource; database; course construction; resources group

## I. INTRODUCTION

With the education informatization, the state has launched a medium and long-term plan for education reform and development, which requires thorough promotion of information technology widely and effectively used in vocational education, improvement of information technology leading and supporting the innovation and development of vocational education. A good opportunity for informatization development of vocational education has been provided. Seeing the construction of Liaoning Provincial model vocational colleges as an opportunity, grasping the construction of international trade model specialty, we actively build teaching resources database and provide valuable practical experiences for the promotion of teachers' informationization teaching ability, which pushes the development of international trade specialty, deepens the cooperation between colleges and enterprises, and accelerates course construction and curriculum reform. Optimization of teaching resources have been integrated and shared between colleges and enterprises, the educational objectives of training high-quality and high-skilled talents of international trade specialty have been achieved[1].

## II. THOUGHTS ABOUT THE CONSTRUCTION OF COURSE RESOURCES DATABASE

### A. Design and construction principles of course resources

Higher vocational education focuses on the building of professional ability and professional quality, so the building of students' comprehensive professional ability must run through the entire teaching process. During the teaching process, professional ability training should be more reflected. The construction of teaching resources database should be according to the characteristics of the professional, as well as the position of the course in the professional[2]. In order to complete the relevant teaching resources, design and development of the course content should be based on professional and employment requirements.

For the construction of teaching resource database, design and development of the course content should focus on multimedia material. In addition to the text resources, popular images, animation and video resources are needed more. Designing and making multimedia material is the key to the construction. Working process and action orientation are paid more attention in the construction of teaching resources database. Referring to domestic and foreign advanced teaching methods, introducing the latest development in the professional field, developing theory and practice integrated course content with corresponding knowledge and skill points, which makes students participate in the learning process actively in a simulation experience way and become the subject of learning[3].

### B. Course content design

International trade specialty of our department attended college teaching resource database construction projects in April, 2014, undertaking the development task of 10 courses, such as "Documents for Foreign Trade". The course is designed and developed according to the "project orientation, task driven" concept of higher vocational teaching.

Taking "Documents for Foreign Trade" as an example, the teaching mode is based on the working process, the main tasks of which are drafting the terms of the contract, operating L/C

of export and import business, making the settlement of export exchange documents, auditing documents, operating comprehensive process and filing documents. Each work item is divided into several tasks according to the working process, and each working task has specific operation steps, procedures and methods. As a result, theory and practice integrated teaching system is built, including skill operations and supported by professional knowledge. And to make the work task typical, related cases, animation, interactive training and other resources need to be designed.

To develop the course, first of all, set course standard, determine the scope of the course content, design teaching modules according to the main content, and design teaching activities according to the teaching modules. Then, systematic the course design, decompose knowledge and skill points, so as to realize resource fragmentation. Finally, make teaching resources of the knowledge and skill points around the design of teaching activities. Thus the course is decomposed from complex to simple, from comprehensive to single, forming system project sequences that fragmentation resource materials are contacted with each other and infusing the professional ability into related working tasks.

### *C. Course resource development*

#### *1) Design of course resources project*

Course resources project is based on the working process. Developing and integrating the resource materials of the course through the overall design and the learning modules help students learn effectively, which meets the training of vocational skills. For the construction of "Documents for Foreign Trade", first to develop course standards, second to design teaching modules according to teaching focus, then to design teaching activities, in which put forward the knowledge and skill goals. The design and making of the course resource materials should be based on the goals. Eventually, the teaching resource database is built with a complete set package of material resources, including text, graphics, images, audios and videos, animation and other multimedia digital information resources.

#### *2) Content of course resources*

The content of the course resources includes: teaching outline, teaching activity design, PPT presentation, textbooks, question bank, cases, practical training programs, teaching videos, professional videos, images, animation, interactive training animation, etc. Ideas and process of the resource design is listed as below.

##### *a) First, design of teaching activities*

Teaching activities is designed in accordance with the learning modules of the teaching content of each unit, which guides the teaching. Activity design should be combined with the learning situation. Professional practice is the core of the learning situation, working process is the clue, connecting relevant knowledge and skill points, associating teaching, demonstration, guidance and evaluation, guiding the implementation of teaching. Material fragments should be integrated designed with resources and teaching activities, from resource accumulation to module resources according to teaching units, which is the core of the teaching activity design

##### *b) Second, PPT presentation*

PPT is the display of teaching content, showing complete teaching content and demonstrating knowledge with multimedia. The content of PPT should be consistent with the design of teaching activities. The design of PPT should make full use of the characteristics of multimedia, using not only text, but also videos, animation, etc., which makes the presentation no longer inflexible, so that the students' attention can be attracted.

##### *c) Third, textbook*

According to the course outline and the design of teaching activities, focusing on one business line, six learning situations are created, and "Documents for Foreign Trade" is written according to them. The textbook associates knowledge and skill points, combines theories, skill operations, scenario simulation and synchronous practice, making professional knowledge and skill operations more intuitive and vivid, which is no longer rigid but more attractive.

##### *d) Fourth, question bank*

The purpose of the question bank is to provide the evaluation of knowledge. Through the test, students' understanding of knowledge can be improved; misunderstandings and vague concepts can be distinguished. Question types in the bank require diversity and the questions should be based on the knowledge points.

##### *e) Fifth, cases*

The teaching cases should be designed according to the situation of the module, such as the process and the requirements of implementation, and focused on one international trade business.

##### *f) Sixth, practical training program*

The practical training program of this course is to simulate the voucher. The design principles of the program is employment oriented, ability standard and professional based, making the program effectively highlight the occupational, measurability and applied features of the course. The practical training program is designed according to the learning situation, which can make students feel, imitate and learn in a simulation environment.

##### *g) Seventh, teaching videos*

In the design and making of teaching videos, micro-video classes should be used instead of traditional video teaching mode like videos of a whole lesson. Micro-video classes are shorter and have less content, applied to the fragmentation of knowledge better. Micro-video classes can be created by making full use of the new media skills. The characteristics of visual media should be given full play, which can make students more focused. Micro-video classes can be used in classroom teaching and also in extracurricular self-study.

##### *h) Eighth, professional videos*

The content of professional videos is related to professional knowledge points of the course and in a variety of forms, including expert lectures, students' practical training scenario, enterprises' working scenarios, etc. With professional videos

the extensive knowledge of the course can be enriched. Professional videos can help achieve a good learning atmosphere with the combination of study inside and outside the classroom.

*i) Ninth, images*

As one of the basic material, compared with text, images are more visually attractive. Using this attraction, information can be conveyed more effectively. Images can provide auxiliary knowledge for fragmentation knowledge. Because of the attribute of images, they must be made to display knowledge intuitively; otherwise they may obfuscate the understanding of knowledge for students.

*j) Tenth, animation*

Animation has three characteristics. Firstly, it can display teaching content dynamically and continuously. Secondly, it has powerful interaction function, and can be simply operated. Finally, animation files are smaller compared with the files of the same quality, and it is easy to store and transmit through network. According to the teaching content, animation category is flexibly divided into knowledge explanation, case analysis and scenario simulation. The animation should be designed according to the teaching purpose, displaying the text, images and sound dynamically and continuously. The animation design should be fewer but better. An animation cannot contain too much content, otherwise it will be difficult for students to accept, and also the network transmission will be slowed down by file increase. Therefore, making teaching animation should focus on knowledge points; one animation displays one knowledge point. Teaching animation enriches the database of multimedia material resources.

*k) Eleventh, interactive practical training animation*

Interactive training animation combines the characteristics of practical training and animation interactively, lively and interestingly, which can effectively strengthen the purpose of students' skill training. Interactive practical training animation design is based on a complete business negotiation event, five tasks are set up, and according to the tasks, and interactive animation is designed separately, each task corresponding to each teaching module. Firstly, describe the background of the practical training, guiding the student to study the related knowledge points. After understanding the knowledge points, use the interactive animation to test the mastery degree of knowledge points, letting the students learn about their own learning levels through the operation of the interactive practical training animation.

To build the course system, the resources such as teaching outline, teaching design, presentation, teaching materials, question bank, unit case of course module, practical training programs, interactive practical training animation are built systematically[4]. However, teaching videos, professional videos, images, animation, divide the teaching content into the most basic independent units, each unit contains only one or a few related knowledge points, which realizes the fragmentation of knowledge. The comprehensive usage of these resources integrates systematization and fragmentation, achieving the integration of systemic teaching and individual teaching[5].

### III. APPLICATION EFFECT ANALYSIS OF RESOURCE DATABASE COURSE

This course is the first phase project, adopting the mode of application while constructing. Within one year of construction this course continues to make good use of manufactured material resources and timely modify according to students' feedback in the teaching process. At present, this course is free to use through the College Network Center. Students can learn autonomously and download resources, timely get and complete the learning tasks of preview before class and review after class through the learning center, students not only can learn knowledge in the classroom, but also expand the knowledge related to the content after school, teachers can also share the learning resources downloaded.

This course took teaching practice in the international trade practice class of Grade 2015, comparing with the conventional teaching condition, the students' learning interest improved a lot, many students gave up their break in order to finish the task, they turned the condition of being asked to study into being eager to study. The learning effect was obvious, in addition, students' autonomous learning ability and manufacturing ability has been trained. Students got a good result of 100% rate passing the document verification; they achieved good results through the Multimedia three-dimensional teaching of resource library and also won the praise of similar institutions.

### IV. CONCLUSION

The construction of course teaching resources may relate to various teaching resources' optimization and integration, system integration and knowledge fragmentation mode has become an important way for students to learn. Taking the Higher vocational teaching idea of "project orientation, task driven" as a guide, develop the related knowledge and skills, combine ideas and practice. Build multimedia resources of this course according to the requirements of teaching and employment. It is of great significance for the training of high-quality skilled talents in Higher Vocational Colleges to form the teaching resources database[6].

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