

Discussion on the Training Mode of Logistics Management Professionals in Higher Vocational Colleges Based on KAQ-CDIO

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Abstract. Under the background of the Internet of Things, the logistics management profession of higher vocational colleges should transform traditional teaching, guide students to learn independently, be brave in innovation, and win the favor of enterprises with technology and ability. In order to help graduates to quickly integrate into the enterprise, adapt to the enterprise, combined with the actual situation of our school's logistics management profession, focus on cultivating students' knowledge, ability and professionalism, and propose a talent training model that employs employment to promote teaching.

Introduction

Most of the talent training systems of logistics management majors in China are limited by the practice training conditions, and the students are almost not subject to the actual training of enterprise projects and team work. In contrast, the practical problems are solved by team. The ability is poor. Combining the status quo and the talent training requirements of the logistics management profession, we propose to build a KAQ-CDIO model that is suitable for practical employment-driven teaching. While cultivating students' knowledge and abilities, it is more important to strengthen the cultivation of students' professional quality and actively introduce them. Enterprise practitioners, improve the coaching ability of teachers, try the corporate tutor system, and cultivate students' practical ability.

Constructing the KAQ-CDIO Education Model Suitable for the Development of Logistics Management

Logistics management is a professional with a strong knowledge and practice. The profession has certain differences with some traditional disciplines, and it pays great attention to the cultivation of students' practical ability. However, due to the limitations of practical training conditions, the talent training system of logistics management in our school is biased towards the theory. Students are hardly trained by corporate projects and team work. In contrast, the ability to solve practical problems in a team manner is poor. . Combining the status quo and the talent training requirements of the logistics management profession, we first need to propose a KAQ-CDIO model that is suitable for practical employment-driven teaching.

KAQ is a vocational education training model that integrates knowledge, competence and quality. Its meaning is that the cultivation of logistics talents is centered on students and is built in line with the guidance of vocational education and innovative thinking. The market needs and adapts to the teaching knowledge system and ability system of students' individuality development, cultivates students' innovative ability and practical ability, pays attention to the cultivation of students' professional ethics, emphasizes the organic combination of doing and doing things, and the person is reflected by doing things, doing things through people's guarantee . CDIO is the abbreviation of Conceive, Design, Implement, and Operate. It is the latest achievement of international engineering education reform in recent years. It is from the Massachusetts Institute of Technology and the Royal Swedish Institute of Technology. The four universities were founded after four years of research

and development. CDIO pointed out that students' application ability includes not only engineering basics, but also students' lifelong learning ability, interpersonal team ability and large system control ability. To construct the KAQ-CDIO teaching mode suitable for the actual practice of our hospital, we must pay attention to the cultivation of quality education and moral education in the process of cultivation, so that the students of logistics management students have excellent professional ethics, excellent basic knowledge and Practical ability of social needs.

The Current Problems in the Training Model of Logistics Management Talents

Student interest is not synchronized with teacher's teaching content. On the one hand, many teachers' teaching content is consistent with the teaching materials. Students have self-learning ability and can quickly master the knowledge in the textbook. If the teacher uses a single textbook-style teaching, the students will soon lack interest in the content of the teacher's class; On the one hand, if the scope of the teacher's lecture content has been stuck in the book knowledge, one will make the students lose their enthusiasm for classroom learning, and the second will not be able to deliver excellent logistics talents to the market. Most of the logistics textbooks in China are based on foreign translations. On the one hand, the translation and publication of textbooks takes a period of time. The textbook knowledge system used by students is outdated, the technical equipment of logistics is changing with each passing day, and the update speed of the corresponding content in the textbook is far from There is a serious lag in the teaching materials and the market. On the other hand, foreign textbooks may not be able to meet the needs of China's actual market conditions. Once the students realize that the knowledge learned in the class will not help much in the future work, there will be no enthusiasm or even rejection. Secondly, logistics engineering is a highly applied discipline. The textbook knowledge is relatively dry. Students have only a conceptual understanding of many of the knowledge in logistics engineering, and lack of physical understanding. For a long time, it is difficult to satisfy students' hobbies. Only by combining theory with practice, flexible and diversified teaching methods can enhance students' enthusiasm for learning.

The old teaching mode hinders the cultivation of students' innovative ability. In the past teaching process, students receive knowledge and perform tasks assigned by teachers. Teachers teach knowledge, organize and guide students' teaching practice activities. Although almost all colleges and universities currently use multimedia-assisted instruction, the changes in the teaching mode are not significant. In teaching, the roles of students and teachers are still relatively simple. Before the experimental class, the teacher will transfer the relevant knowledge of the experiment to the students, and then in the process of practice, inform the students of the experimental steps in detail, how to follow the established procedures to complete the relevant practical operations, and the students will conduct experiments according to the teacher's instructions. In this process, the teacher leads the overall situation in the guidance process, which is the core of the whole course. The students listened to the teacher's instructions, listened to the teacher's command, and gradually completed the experimental steps according to the teacher's orders, in a passive situation. China's logistics related majors are basically dependent on the development of other professional disciplines. For example, the logistics management major is based on management science, and the logistics engineering major is based on engineering disciplines. At present, relying on the development of e-commerce, the logistics industry has also achieved good development, but the renewal of the logistics education system lags far behind the actual development, and the logistics standards are not unified. In addition, many colleges lack the practice base to rely on, teaching can not be practiced. Closely integrated, it is difficult to highlight the composite and cutting-edge nature of logistics disciplines.

There is less integration between practice and application. The college's training target for students is applied logistics talents with good ethical quality. Enterprises need graduates to quickly and independently grasp the project essentials, which requires the school to focus on comprehensively developing students' practical ability and moral quality. The cultivation is precisely what the traditional teaching model lacks.

Due to the lack of systematic training equipment, students can only use mobile imaging materials, multimedia technology and other materials to access the latest logistics technology. Although they can learn new knowledge, this kind of learning only stays in the cognitive stage, after class. However, it is difficult to clearly define the learning content and knowledge framework. Moreover, it is not conducive to cultivating students' practical ability by integrating, inducting and deducing the knowledge they have learned and applying them to logistics practice.

The Necessity and Feasibility of KAQ-CDIO Logistics Talents Training Driven by Employment Demand

Employment-oriented, curriculum that meets professional competence requirements. Through the survey of the Graduate Tracking Questionnaire, it can be found that the employment of graduates is mainly concentrated in the logistics departments of logistics enterprises and general enterprises. Due to the development of e-commerce, the shortage of talents in the logistics industry is relatively large. For the moment, most of the graduates are employed and third-party logistics companies. The following summarizes the employment departments and positions of our graduates:

(1) Third-party logistics enterprises, such as freight forwarding, transportation, warehousing, express delivery and other enterprises.

(2) Enterprise logistics management departments, such as procurement of retail enterprises, warehousing and sales departments of chain enterprises and retail enterprises, and a small number of students are also employed in the procurement of parts and components of manufacturing enterprises.

Develop students' professional ethics. Professional ethics is a specific behavioral norm that practitioners must follow. It is an important part of professional literacy. For logistics practitioners, integrity is the first priority, and the privacy and integrity of user items must be guaranteed. Therefore, graduates of logistics management majors. Health requirements and ethical requirements are at a higher level.

In-depth enterprise and adjustment of vocational post-ability system. Through the survey of "Graduate Tracking Questionnaire", we will focus on the professional training curriculum and mode according to the needs of the society, and adjust the goal of talent training and the vocational post ability system.

Promote the cooperation between schools and enterprises, the integration of the documentary competition, and the test of the card. The appropriate foundation course is offered in the first year, and then the appropriate professional courses are offered for the needs of the training program. In the second year, you can use the on-campus training base to conduct comprehensive training so that students can familiarize themselves with the real work tasks and business processes of some logistics companies before they make an internship. At the same time, we have established a comprehensive evaluation system of multi-level, multi-project, and certification-based examinations. We have replaced the closed-book examination with computer-based examinations, and carried out the examination certificate of "primary economist and human resource teacher". Students can take the exam and test. There is a corresponding qualification certificate that can replace the test scores of the corresponding subjects in the school. For example, the student holds the junior economist qualification certificate, and the school academic affairs can use the test scores of the junior economist to replace the economics foundation or the management academic score. Students are required to hold a "double certificate" to graduate.

Actively introduce enterprise employees and improve teachers' coaching ability. The school actively introduces "double-skilled" teachers, and welcomes employees with good professional ethics and professional skills to teach at school. These excellent enterprise personnel have the practical teaching quality. After the introduction of the school, the training of theoretical teaching will be strengthened, so that it can adapt to the school teaching more quickly and cultivate the employed people with the quality of the enterprise.

Pilot corporate tutor system, double-master. Our school also piloted the corporate mentoring system. The college works closely with the company, and students can choose an outside tutor to

guide their graduation internship or practice-related work and study in a company that has close cooperation with the college. The college can often hire well-known academics and successful logistics entrepreneurs to hold lectures, so that students can feel the corporate culture in advance and broaden their horizons. In the enterprise, students are encouraged to use the vacation or graduation internship period to visit the company for internships, and under the guidance of the corporate tutor, understand and master the actual logistics operation process, logistics operation equipment and facilities. In the internship to a certain stage, master the basic skills, the instructor to arrange some project-related work for the students, so that students are participating in the practice of the enterprise, and exercise the students' practical ability.

Summary

Driven by the rapid development of e-commerce, the development of logistics is booming, the gap of logistics talents is growing, and it is imperative to cultivate the logistics talents needed by the society.

Combining with the actual situation of our school, this paper proposes an innovative teaching mode of “classroom – driving the demand of employment – enterprise tutor system”, and sets the real project environment through the enterprise tutor, so that students can truly participate in the discussion and optimization of the project, and let the students Really feel the transformation of knowledge into ability. As a different participant in the project construction, and as a practical participant in the role play, the coordination of the group work, improve the ability of independent learning and innovation. At the end of the project, the organization will explain the operation plan of the actual project for the students, and let the students check and fill the gaps. This series of hands-on practice enables students to form their own views and opinions on the root causes and solutions of the problems, and the understanding of relevant theories becomes Thoroughly, it shows the unique advantages of stimulating teaching in the cultivation of logistics talents with employment demand.

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