

# Exploration and Practice of Modern Logistics Management Course Teaching Reform Based on Concept

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**Abstract:** *With the rapid development of information technology, the teaching reform work based on the OBE teaching concept has achieved innovative development. Modern logistics management courses are very practical. In the actual teaching process, students are not motivated to learn, teaching aids are not perfect, and students lack the initiative to learn independently. This article uses research methods of literature and field survey to conduct a systematic analysis, and proposes to improve relevant teaching auxiliary facilities and equipment, modular teaching, stimulating students' initiative, and the combination of online and offline to promote the teaching reform of modern logistics management courses.*

**Keywords:** *OBE concept, modern logistics management, teaching methods*

## 1. Introduction

The OBE teaching concept can also be called result-oriented education. It was proposed by American scholar Spady. It emphasizes that in the process of education and teaching, it is necessary to focus on learners, strengthen the organization and collection of diversified teaching resources, and by guiding students to gain learning experience, it can better help students succeed[1]. At the same time, the OBE teaching concept can also guide students to learn around a certain teaching goal. Teachers need to pay effective attention to the student's learning process, clarify whether students pass specific learning goals, improve student learning quality, and whether they achieve ideal learning through the learning process achievements, to realize the comprehensive training and education of students.

The OBE teaching concept is applied to the course teaching reform process, and it can also formulate personalized training goals and implementation plans for students. It can also adopt effective supervision and guidance of the teaching process. It strictly requires education and teaching work. It is in the teaching quality assurance system. Within the scope of the requirements, to achieve specific implementation and improvement of specific goals[2]. In addition, the construction of a teaching quality assurance system based on the OBE teaching concept can also make up for the imperfect goal of the traditional teaching quality assurance system. Schools can build a teaching quality assurance system and actively improve talent training methods by combining the principle of outcome-oriented education and aiming at student learning outcomes; they can also build curriculum supervision and evaluation teams to use the advantages of the teaching quality assurance system to supervise student learning. In addition, under the OBE teaching concept, the construction of a teaching quality assurance system can be achieved through school-enterprise cooperation and the construction of a double-qualified teacher team, actively innovating and optimizing traditional education and teaching methods, and through the supervision and evaluation of related teaching, etc., to achieve effective training of innovative talents[3]. Under the guidance of OBE's educational concept, schools and companies can better formulate a talent training system, determine talent training goals, clarify their own responsibilities, combine the results of talent training, sort out the process of talent training, and then sort out talent training methods and clarify students in the process of training goals, improve the quality and efficiency of school-enterprise cooperation. In addition, under the background of the OBE teaching concept, students can also be comprehensively trained through basic education teaching to system engineering teaching practice, and the quality and level of teaching can also be improved through guidance from professional skills to career planning. Continuously provide effective guarantee for the all-round development of students.

In short, the OBE teaching concept can dynamically adjust the relationship between student teaching, talent training and professional education from a macro perspective, and can more deeply and effectively improve the quality and efficiency of student education. For example, combining the results of talent training, clarifying professional teaching goals, and determining the results of students' professional learning[4]. Then in the process of clarifying teaching paths and teaching methods, better improve and enhance the quality and efficiency of talent training in colleges and universities. Therefore, the OBE teaching concept is a teaching philosophy from "results" to "beginning", from macro to micro, and plays an irreplaceable role in the reform of college course teaching.

## **2. The practical dilemma of modern logistics management course teaching**

### ***2.1 Students are not motivated to learn***

According to the talent training programs of various schools across the country, the teaching of modern logistics management courses is placed in the seventh semester, which is the first semester of the senior year. This is a very special period. During this semester, some students are preparing for postgraduate entrance examinations or civil service examinations. Those who are preparing to work in enterprises and institutions after graduation will spend a lot of time preparing for relevant exams or job interviews. As a result, it is difficult for many people to really calm down and earnestly carry out course learning, which leads to unsatisfactory overall classroom teaching effects.

### ***2.2 Inadequate teaching aids and equipment***

Modern logistics management is not a course that only stays at the stage of theoretical explanation. This course not only requires students to learn the basic theories related to logistics, but also requires students to learn the use of various facilities, equipment and technologies in the process of logistics. Therefore, In addition to basic theoretical teaching, practical teaching is also very important. At present, the school does not have relevant facilities and equipment, so it can only teach basic theories in class. The knowledge learned purely by theoretical memory is rigid and easily forgotten.

### ***2.3 Students lack the initiative to learn independently***

Students' learning of the course is limited to passive acceptance. They do not understand why they are learning, and lack clear and definite learning goals. Therefore, many students' knowledge learning stops at the content of the classroom and does not have the willingness to expand relevant knowledge. This also leads to them. The knowledge learned has only become a short-term dead knowledge to cope with the exam. After the exam is passed, there is nothing else to ask for. Some or all of the lessons learned in the classroom will soon be returned to the teacher. This is the most important reason for the lack of initiative to learn the result of directness.

## **3. The feasibility of implementing the OBE model in the teaching of modern logistics management courses**

The main characteristics of the OBE concept include outcome-oriented, talented people, continuous improvement and continuous success. Achievement output requires that academic results are directly visible or measurable, and provide support for the future development of students. Everyone is required to have a certain degree of tolerance in the evaluation of results in terms of time and content, allowing students to achieve academic results according to their own abilities[5]. Continuous improvement and continuous success, on the one hand, is to realize the ability of students to actually obtain learning results; on the other hand, this ability should promote students' future learning and development, so as to achieve greater success. The teaching of modern logistics management courses is also designed to enable students to achieve success in their own studies. One is to recognize and understand the role and status of modern logistics management in business management through course learning, and the other is to focus on the relevant aspects of modern logistics management. Examples are used for basic analysis and decision-making. The third is to be able to formulate simple modern logistics management plans for related logistics issues, and implement and manage them. During the whole course of learning, students need to continue to study and improve, to improve their own level of knowledge and mastery of the course knowledge. The whole learning process presents a characteristic of going from the shallower to the deeper, from the outside to the inside.

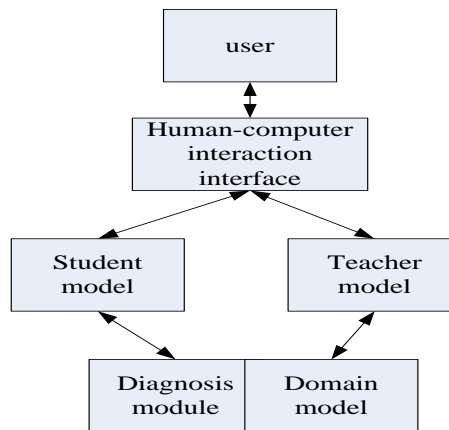


Figure 1. Modern logistics management course teaching under the OBE concept

#### 4. Exploration of curriculum teaching reform based on OBE concept

##### 4.1 Improve relevant teaching aids and equipment

Logistics management is a highly practical subject. Modern logistics management talents not only need to have professional knowledge of modern logistics management, but also have relevant modern logistics technology capabilities. At the same time, they should have the relevant facilities and equipment encountered in modern logistics operations. Use requirements, performance parameters, etc. should be better understood. Therefore, it is necessary to increase investment and improve logistics-related infrastructure and equipment.

##### 4.2 Modular teaching to stimulate students' initiative

Modularize logistics courses so that students can learn more clearly what the main learning tasks are at each stage. There is still a qualitative difference between business management and real logistics management[6]. Therefore, according to the training requirements of business management, the logistics characteristic courses of this major can be divided into three major teaching modules: one is the logistics management module, in this module specialized in the study and preparation of theoretical knowledge; the second is the logistics technology module, in which the learning of logistics-related facilities, equipment, technology and methods is mainly carried out; the third is the logistics practice module, where students learn about system theory and related facilities, equipment, and technology. After the learning of the method is completed, enter the learning of this module, allowing students to consolidate the knowledge they have learned through observation, hand touch and practical operation, and realize the dual combination of "learning" and "doing" to achieve integration and application of what they have learned the effect of the modularized teaching can also be used to stimulate and improve the enthusiasm of students in autonomous learning.

##### 4.3 Combination of online and offline

With the help of relevant online teaching platforms, such as Superstar Learning Pass, MOOC premium courses, etc., students are provided with relevant content such as course learning plans, learning videos, learning cases, and extracurricular reading expansion materials in advance, so that students can learn without time and space restrictions. Encourage students to use fragmented time for learning and improve their learning efficiency. At the same time, use the online attendance, statistical learning time, statistical learning progress and other functions of platforms such as Superstar Learning Pass to supervise the learning progress of students, and use online tests and online questions to urge students to improve their learning effects. Use the QQ group to interact and answer questions with students, analyze and answer the problems encountered by the students in their studies, and solve and relieve the problems encountered by the students in their lives[7-8]. The advancement, flexibility, and freedom of online teaching meet the needs of students for independent learning, but at the same time, face-to-face teaching and explanation can further strengthen the interaction between teachers and students, so online teaching is the advance introduction of offline classroom teaching, after class extension and knowledge expansion, offline teaching is the essence of online teaching. The teaching

mode that combines online and offline will be more conducive to students' result-oriented learning.

## **5. Course teaching reform practice based on OBE concept**

Under the guidance of the OBE concept, take the teaching content of transportation and transportation management as an example, take the students' ability to grasp the importance of transportation, reasonably avoid transportation risks, realize transportation rationalization, and rationally choose transportation tools as the main result-oriented, and carry out the modular design of classroom teaching, and the main implementation process of modular teaching design is carried out through a combination of online and offline modes.

### ***5.1 Pre-warm up online knowledge***

First, the online teaching content is modularized and divided into two parts: theoretical videos and practical videos. The theoretical videos mainly explain the theoretical knowledge of transportation, and the practical videos are about the appearance, performance parameters, and specific industry applications of specific transportation vehicles to introduction to the actual operation process.

Secondly, specific online teaching tasks are arranged with the help of the network platform. Superstar Learning Pass is selected as the application platform for online teaching, and chapter learning syllabus and chapter teaching plan are released on Superstar Learning Pass, so that students can master the course teaching progress and arrangement. At the same time, it publishes the theoretical knowledge learning videos of transportation, transportation methods and its selection, transportation management, and publishes related transportation tools including introduction videos of common and new transportation tools, so that students can learn about the next class learning through the fragmented learning before class. The content and framework are used to conduct a pre-class detection and investigation of the content that can be learned independently. In the learning process, modules of quizzes are inserted to test the learning effect of each stage. The statistics of the video playback can grasp the learning progress of the students, the quiz is to monitor the learning effect of the students, and the examination of the notes in class is the consideration of the students' learning attitude.

### ***5.2 Consolidation and sublimation of offline knowledge***

The offline classroom conducts the series consolidation and sublimation of module knowledge. With the help of the random selection function of Superstar Learning Pass, first, the selected students are allowed to connect and summarize the knowledge of the content learned before the class, and then let other selected students comment and supplement their answers. This is because of the random check randomness urges every student to take the initiative to learn online. After the series of basic knowledge, the teacher summarizes the relevant content, and on this basis guides the sublimation of the relevant knowledge. Focusing on transportation management, we will give an in-depth explanation of the solution steps and methods of transportation planning, and analyze the knowledge points through actual case analysis, and finally give relevant transportation planning problems, let students complete them independently, and pass actual considerations of the homework, to obtain quantitative indicators of student learning outcomes.

## **6. Conclusion**

The modern logistics management course teaching based on the OBE teaching concept needs to formulate personalized training and implementation goals, actively combine the results-oriented requirements, and realize the close connection between the course chapters. At the same time, it is necessary to strengthen the organic integration between the various chapters of the curriculum to form a system, comprehensively enhance the operability and practicality of education and teaching, and improve the quality and effect of students' learning. At the same time, formulating personalized training and implementation goals can also provide the foundation and guarantee for the advancement of results-oriented education. Actively combine personalized training and implementation goals, do a good job in talent training, and realize the innovative development of modern logistics management courses.

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