

Discussion on the Reform of Practical Teaching of Logistics Management in Colleges and Universities

Chang Liu

School of Economics and Management, Taishan University, Tai'an, Shandong, China.

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Corresponding author: Chang Liu, School of Economics and Management, Taishan University, Tai'an, Shandong, China.

Abstract

With the development of globalization and the market economy, the proportion of the logistics industry in the national economy has gradually increased, and the demand for logistics management professionals has also risen. Against this backdrop, logistics management education has rapidly evolved in colleges and universities. Moreover, logistics, as the core practical operation of the discipline, is directly related to the cultivation of students' abilities and the alignment with industry demands, impacting its teaching mode and educational effectiveness. Practical teaching can not only enhance the quality of education and nurture more competent logistics professionals but also facilitate the alignment of colleges and universities' educational models with industry requirements. It helps boost students' practical skills and reduce the time it takes to transition from school to work, and holds immense importance for students, educational institutions, and the logistics industry as a whole. This study provides a detailed explanation of the importance of incorporating practical teaching of logistics management in colleges and universities. It proposes practical reform strategies to nurture high-quality applied talents with practical skills and innovative spirit for the logistics industry. This, in turn, aims to offer substantial talent support for the advancement of the social economy.

Keywords

Higher education, logistics management, classroom teaching, strategy implementation

Introduction

The practical teaching of logistics management majors also faces the challenge of traditional concepts, for a long time, colleges and universities may pay more attention to the teaching of theoretical knowledge and neglect the cultivation of practical skills. This imbalance not only affects the overall development of students' abilities but also reduces the docking efficiency between educational content and industry needs. Therefore, through the reform and enhancement of practical teaching, a better balance between theory and practice can be achieved, and the updating of educational content can be promoted to adapt to the rapidly changing industry trends.

1. The necessity of strengthening practical teaching for logistics majors in colleges and universities

In the contemporary system of higher vocational education, colleges, and universities are designed to cultivate high-level technical and applied talents that are closely linked to the construction of China's socialist modernisation. These talents

not only need to have the basic theories and expertise of their specialities but also should have the overall quality and comprehensive vocational ability required in the front line of production, construction, management, and service. The logistics management profession, in this context, requires that the content and mode of education should not only focus on the breadth and depth of knowledge, but also focus on the cultivation of practicability and operability, and this cultivation mode is exactly in line with the advantages and characteristics of university education (Yuan Feng, 2022).

The logistics profession is becoming more and more complex and high-end due to its systematic and operational characteristics, especially with the continuous development and application of new technologies. From the enterprise's internal logistics to the third-party logistics social services, logistics operations cover a wide range of links from the procurement of raw materials, and storage, to the finished product library management, distribution, and even e-commerce links such as the release and receipt of information. Each of these links contains a wealth of practical activities, students must be personally involved in them, to deepen their understanding and mastery of knowledge through hands-on. This kind of practice from the inside out of the process, is the books can not be fully taught, therefore, the teaching of logistics management in colleges and universities must highlight the proportion of practical teaching, in order to ensure that students can really combine theory and practice, after graduation can quickly adapt to meet the needs of the workplace.

2. The reform of practical teaching of logistics management in colleges and universities

2.1 Optimising the logistics practice course system and focusing on practicality

The reform strategy of practical teaching in logistics management is aimed at building a curriculum system that emphasises practicality and practical ability training. Such a system should meet the learning needs of students from shallow to deep, from simple to complex, and continuously strengthen their vocational skills in the field of logistics (Zhou Shu, 2022).

The optimisation of the practical course system begins with the logistics cognitive internship, in which students deepen their understanding of the basic theories of logistics management and their application in real business through contact with enterprises and site visits. Through on-site research and expert interviews, students can intuitively feel the specific work of logistics management, thus stimulating their interest in professional knowledge and desire for knowledge. In addition, activities such as enterprise visits can give students an intuitive understanding of the latest trends in the logistics industry, which provides valuable information for their subsequent study and career planning.

After entering the stage of practical teaching, the course design should be centred on the training of single professional skills, during which the practical training and project design become a bridge combining theory and practice, so that students can deepen their understanding of the theoretical knowledge of logistics management while initially mastering the skills of logistics operation. Through the simulated project design tasks, students can apply the theoretical knowledge learnt in the classroom to problem-solving similar to real work scenarios under the guidance of teachers, thus laying a solid foundation for future professional practice (Bi Na, 2022). Finally, in the professional course of study, comprehensive practical teaching links play a closing role, role virtual, role training and graduation design, and other forms of courses, students are required to comprehensively apply the theoretical knowledge and skills learned to solve complex logistics problems. This level of practical teaching not only tests students' mastery of knowledge but more importantly, cultivates their practical ability, problem-solving ability, and teamwork spirit. As the culmination of this series of practical teaching, the capstone internship provides a platform for students to connect with the workplace, so that they can exercise and improve themselves in a real working environment, and make comprehensive preparations for a smooth entry into the workplace in the future.

Through this hierarchical practical course system, students of logistics management can gradually build up a solid theoretical foundation, and gradually transition to the ability to flexibly apply professional knowledge to solve practical problems. Such an educational model not only improves students' practical skills but also enhances their employment competitiveness, making them more professionally adaptable and innovative in the future logistics industry.

2.2 Improving teaching methods and focusing on linking theory to practice

Logistics management majors in colleges and universities face the challenge of integrating theory and practice, an issue that is particularly important in teaching reform. The core of practical teaching reform is to improve students' practical ability and to transform classroom knowledge into skills to solve practical problems. The improvement of teaching methods is the focus of this reform.

In the teaching content of the demonstration, you can use modern teaching tools, such as multimedia presentations, video case studies, and other forms of vivid and concrete examples to show the key processes of logistics management,

thus helping students to intuitively understand and grasp the core concepts and operational skills of logistics management. This form of teaching not only enhances the efficiency of conveying information but also deepens students' perceptual understanding of knowledge. Case teaching, on the other hand, is to guide students to analyse and discuss the theoretical knowledge they have learned through carefully selected real or conceived logistics cases, so as to cultivate their problem-analysis and problem-solving abilities. In this process, students need to examine the problem from a variety of different perspectives and put forward innovative solutions. Such a teaching mode can not only stimulate students' interest in learning but also enable them to learn to apply their knowledge comprehensively in practice.

The on-campus simulation internship link can be simulated using professional logistics teaching software, through the simulation of the real logistics process, so that students can pre-experience the working environment on campus. This kind of simulation internship can not only provide a risk-free learning environment for students to learn by making mistakes but also enable them to grasp the various aspects of logistics more comprehensively. In addition, the arrangement of off-campus internships provides students with the opportunity to directly participate in logistics work. Through shadowing or top-ranking internships, students can deepen the application of theoretical knowledge and develop professional skills in real work. At the same time, off-campus internships can also exercise students' social skills, teamwork ability, and professionalism, laying a solid foundation for their future career development.

In short, the practical teaching reform of logistics management in colleges and universities should be closely centred on improving students' practical ability so that students can master the theory of logistics management and at the same time, be able to skilfully apply it in practical work, and lay a solid foundation for the future to become high-quality talents in the logistics industry.

2.3 Establishment of a skills assessment system combining various forms of assessment

The core of the practical teaching reform of logistics management majors in colleges and universities lies in the cultivation of students' practical operation ability and the close integration of theoretical knowledge, so as to achieve the purpose of improving students' application ability. For this reason, it is particularly important to build a system that integrates diversified assessment methods. This system emphasises the assessment of ability and seeks to comprehensively assess the comprehensive quality of students through the organic combination of written tests and practical skills.

In this system, the evaluation methods of the highly practical basic and specialised courses need to break away from the traditional framework of written examinations. The precision of practical operation, the skilfulness of technical operation, as well as the accurate answers to questions, and the reasonableness of logical reasoning in the oral examination will become the key indexes of grading. By simulating the real operating environment, students' quick reaction ability and practical problem-solving ability will be examined, which is more in line with the actual needs of logistics management positions.

For those courses adopting the project learning method, the assessment of students is not only limited to the merits of the project results but also evaluates their attitudes of participation, teamwork, and ability to cope with unexpected problems during the implementation of the project. This kind of evaluation is conducive to encouraging students to actively solve problems in practical work, rather than purely theoretical learning. At the same time, the teaching reform also needs to closely follow the actual market demand for logistics management personnel, timely adjustment of educational strategies, and strengthen the synergistic development of knowledge and skills. Linking practical training with the national vocational qualification certificate system ensures the skill level of students during their study in school.

2.4 Accelerating the development of a "dual-teacher" teaching force

In the reform of practical teaching of logistics management in colleges and universities, the dual role of teachers is not only a tutor who imparts knowledge but also a transmitter of practical experience (Zhao Mingfeng, 2022). The quality of the teaching team is directly related to the effectiveness and quality of logistics teaching, therefore, it is particularly important to build a high-quality and experienced "dual-teacher" teaching team. Currently, teachers of logistics majors in colleges and universities often lack industry-specific backgrounds, and the professional transformation of most teachers needs to be further improved, which requires educational management departments to formulate specific and effective measures to ensure that the teaching force can match the actual needs of the logistics industry.

In order to enhance the practical experience and teaching quality of the teaching force, clear criteria should be set for the identification of "dual-teacher" teachers, and an incentive mechanism should be established on that basis. Through these measures, teachers can be encouraged to continuously improve their business ability and teaching level. Institutionally, the conditions of service, title evaluation, and remuneration policies for teachers should be adjusted to give "dual-teacher" teachers more space and incentives for development, so as to attract more talents with industry experience to join

the teaching force.

At the same time, colleges and universities should encourage teachers to go to enterprises on a regular basis for internships, and continuously improve their professional skills and practical ability through first-hand experience, which can help teachers combine theory and practice in the teaching process and better guide students (Yuan Feng, 2022). Regularly organising teachers to participate in training, academic exchanges, and research and study in logistics enterprises can not only enhance teachers' industry perception but also continuously update their knowledge structure to keep up with the times. In addition, hiring front-line engineering and management personnel from enterprises as part-time teachers is also an effective strategy. This not only introduces fresh industry knowledge and practical experience but also provides students with learning opportunities that are closer to actual work. Part-time teachers can serve as a bridge to bring the latest technology, management concepts, and market dynamics of enterprises into the classroom, enhancing the foresight and applicability of teaching.

In short, the reform of logistics management professional practice teaching in colleges and universities needs to start from the construction of teaching staff, constantly optimise the structure of teachers, through the system design and incentive policies, to create a "dual-teacher" teaching staff in line with the needs of the industry, in order to provide a solid educational support for the cultivation of application-oriented talents.

3. Conclusion

In this paper, by analysing the goal of applied talent training and the inherent requirements of practicality in the logistics discipline, we recognize the importance of strengthening practical teaching in current higher vocational education. The optimisation of the curriculum system, the improvement of teaching methods, the innovation of the skills assessment system, and the strategy of "dual-teacher" team building are not only necessary to adapt to the development trend of education but also a realistic choice to meet the demand for talent in the logistics industry. In the future, colleges and universities should pay constant attention to the dynamics of the logistics industry and continually adjust and optimize their education and teaching activities to ensure that the content and quality of teaching keep pace with the industry's development. At the same time, this is a dynamic process that requires the joint participation of educational administrators, teachers, and industry experts in order to achieve continuous innovation in teaching content and methods. Ultimately, we expect these reform measures to lay a solid theoretical foundation for logistics management students.

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