

Innovative Explorations of Cross-School Credit-Based Blended Teaching Model for the Course "International Trade Practices"

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Abstract: In order to reform the traditional teaching and learning patterns, college teachers should widely carry out inquiry, individualized and participatory teaching, popularize new teaching patterns such as mixed teaching, and turn the silent and one-way classroom into an interactive place to inspire wisdom, in order to promote undergraduate education and teaching, to achieve the goal of personnel training. The International Trade Practice Course of our university explores and practices the mixed teaching innovation mode of cross-university study credits from two aspects: pre-teaching preparation and online and offline teaching. By means of the methods of observation, literature study and case study, this paper analyses the problems existing in the teaching of international trade practice course in the tradition, and puts forward some suggestions and countermeasures from five aspects: talent training goal, course content setting, teaching mode, course teaching mode and course examination mode. This kind of teaching pattern has promoted the student's independent study ability, has improved the teaching efficiency, and has satisfied the curriculum goal realization the need.

Keywords: International Trade Practices; Cross-school Credit; Innovative Teaching Mode; Online Teaching; Offline Teaching

1. Introduction

In 2015, the Ministry of Education issued the "Opinions on Strengthening the Construction, Application, and Management of Open Online Courses in Higher Education", which explicitly emphasized the need to strengthen the application and management of online courses in universities [1]. On June 21, 2018, during the National Conference on Undergraduate Education in the New Era, Minister of

Education, Chen Bao sheng, proposed reforms to traditional teaching and learning methods. He urged university teachers to proficiently use modern technological methods as a benchmark for their own qualifications. The speech encouraged the widespread adoption of inquiry-based, personalized, and participatory teaching approaches, as well as the promotion of new teaching models such as the flipped classroom and blended learning. The objective was to transform passive, one-way classrooms into interactive spaces that encourage intellectual collisions and stimulate students to actively ask questions [2]. In January 2016, the Liaoning Provincial Department of Education jointly issued the "Key Points for the Work of the Provincial Department of Education (Provincial Committee of Higher Education Working Committee) in 2016." This document clearly emphasized the promotion of cross-school credit recognition courses and online learning platforms based on high-quality open courses [3]. Then, in September 2020, Liaoning Province introduced the "Implementation Opinions on Further Deepening Undergraduate Teaching Reform and Improving the Quality of Talent Cultivation." These opinions highlighted the need to deepen undergraduate teaching reform, foster closer integration between academia and industry, and comprehensively enhance undergraduate education and teaching. Within this context, the traditional teaching mode of the International Trade Practice course has proven insufficient in addressing current challenges and meeting the objectives of talent cultivation in higher education. Consequently, there arises a necessity to reform the teaching mode of the International Trade Practice course. To fulfill existing demands and achieve the goals of talent cultivation, our university has initiated an innovative exploration of a cross-school credit blended teaching mode

based on industry-academia cooperation for the International Trade Practice course [4].

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2. Analysis of Problems in Traditional Teaching of the International Trade Practice Course

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(1) Knowledge-Heavy Teaching with Insufficient Value Orientation.

The traditional teaching approach places a heavy emphasis on knowledge dissemination while neglecting the ability to contribute to the "Belt and Road" initiative. Some students lack a strong sense of patriotism and national pride. The existing talent cultivation programs and objectives focus too much on knowledge transfer and lack sufficient emphasis on value guidance. As a result, students' ideals and beliefs need improvement, and their sense of professional mission and responsibility requires further enhancement [5].

(2) Inadequate Teacher-Student Interaction and Student-Student Interaction.

The teaching environment lacks sufficient interactions between teachers and students, as well as among students themselves. Few teaching activities are centered around students, and their proactiveness in learning is low. Many students remain silent during class, show little enthusiasm in participating in teaching activities, and are hesitant to answer questions. Consequently, teacher-student interactions are minimal. Additionally, students exhibit unequal levels of engagement in cooperative projects or assignments, leading to limited participation in peer assessments. Teachers

need to enhance their interactive skills in the classroom, making students the true protagonists of the learning process [6].

(3) Single Assessment Method with Overemphasis on Outcomes.

The assessment methods used are often one-dimensional, focusing heavily on the final results rather than the learning process. Some students prioritize achieving good grades and neglect the importance of continuous learning. They tend to invest minimal effort in their studies during regular periods and cram for exams at the end of the semester. This approach results in a mentality of being content with passing grades. Some students show passive attitudes towards classroom learning and forget the course content once it's finished. Moreover, students' professional competence during internships is not outstanding, leading to a relatively low rate of excellent evaluations from cooperating organizations and practical training bases.

3. Analysis of the Innovative Cross-School Credit Blended Teaching Mode for the International Trade Practice Course

In our university, the International Trade Practice course is primarily exploring the innovative cross-school credit blended teaching mode from two aspects: pre-teaching preparation and online/offline teaching. This exploration is based on the practice of innovative teaching models at our university and relevant literature. The paper will analyze the innovation of the cross-school credit blended teaching mode for the International Trade Practice course.

3.1 Pre-Teaching Preparation Stage

(1) Optimize Talent Cultivation Objectives based on Industry-Academia Cooperation. The talent cultivation objectives are established as "specialized and versatile" applied compound talents. Universities should fully utilize the mechanisms of industry-academia cooperation, conducting on-site research in enterprises and engaging in negotiations with them, to formulate effective and applicable applied talent cultivation plans.

(2) Restructure Curriculum Content. Following the Outcome-Based Education (OBE) concept, the International Trade Practice course content is restructured holistically, starting from the demands of enterprises. Teachers dynamically

update the teaching content and timely incorporate the latest achievements in international trade practice.

(3) Uphold the Fundamental Task of Moral Education and Student Development. Teachers guide students to contemplate how China can transition from a trade power to a trade powerhouse, nurturing students' awareness of international business risks, and integrating and unifying the professional teaching process with value-oriented guidance [7]. Upholding the fundamental task of moral education and student development, the focus is on meeting the actual job demands in import and export business.

(4) Build Online and Offline Platform Course Resources. For the online component of our university's International Trade Practice course, we directly utilize the provincial excellent video open courses from Liaoning University of Science and Technology as the main course content, leveraging the Learning Pass platform to construct the course. Simultaneously, relying on the Learning Pass platform, we establish an online teaching resource library, including teaching plans, course schedules, PPT courseware, knowledge point videos, teaching case libraries, supplementary material libraries, assignment libraries, question banks, activity libraries, and discussion areas. The course resource library is regularly updated, and timely additions of current affairs and trade hot topics are made [8]. We continuously improve the library of teaching activities, incorporating student-centered teaching activities with strong interactivity and high student participation. Furthermore, based on the new talent cultivation objectives, curriculum content restructuring, and the fundamental task of moral education and student development, relevant teachers revise the syllabus, lecture notes, and teaching plans.

3.2 The Online and Offline Teaching Stage

(1) Curriculum Teaching Mode Reform: Student Self-learning + Offline Teaching by Teachers + Interactive Discussions between Teachers and Students.

Before the class, teachers assign learning tasks online (such as studying online teaching resources from cross-school credit courses, textbook study, and discussion topics). Student progress is analyzed to determine the key points for in-depth explanations and training

during offline sessions. In the class, teachers and students engage in interactive discussions and skill training. Teachers conclude and provide feedback at the end of the class. After the class, students consolidate their learning through online practice and completing assignments. Offline interactions and Q&A sessions are conducted to address students' questions and concerns. Teachers reflect on the students' performance and questions to improve the teaching content [9].

(2) Curriculum Teaching Methods Reform. A pre-course questionnaire is used to understand students' classroom needs and match teaching methods accordingly. Enhancing teacher-student interaction to increase student interest, using methods such as introducing hot topics, pictures, videos, and classic stories to engage students at the beginning of the class. Conducting group discussions and sharing experiences during the pre-test phase to assess students' online learning progress. Implementing participatory learning through various teaching methods such as situational experiences, task-driven approaches, game-based teaching, group collaboration, and classroom debates. Utilizing live demonstrations, student rehearsals, and other methods for post-tests. Helping students deepen their understanding and memory of the content through student summaries and mind maps.

(3) Curriculum Assessment Mode Reform:

Teachers adopt a process-oriented assessment and apply scientific management to evaluate students. Process-oriented assessment methods include "Cloud Classroom" mobile teaching platform for attendance, publishing learning resources and tasks, assignment submission and evaluation, classroom Q&A, brainstorming, discussion and answering, practical ability assessment, case analysis, simulated negotiations, and group score [10]. In the exploration of the innovative teaching mode for the International Trade Practice course at our university, it was found that assessment methods such as brainstorming, practical ability assessment, case analysis, simulated negotiations, and group scores are particularly effective in stimulating students' initiative and participation. These methods encourage students to think deeply about the issues and objectively evaluate their learning outcomes and mastery of the course content

compared to traditional assessment methods, making them more welcomed by students. Teachers need to keep records of learning process management and process evaluation.

4. Conclusion

The exploration of the innovative cross-school credit blended teaching mode for the International Trade Practice course has significant implications for both teachers and students. For teachers, it empowers them to master the theoretical foundations of blended teaching, create online teaching resources, design blended learning scenarios, apply various teaching strategies, and provide effective teaching support to adapt to the entire learning process, thus greatly enhancing their professional development level. For students, the innovation in the teaching mode can fully mobilize their enthusiasm and proactivity in learning, laying a solid theoretical and professional foundation for their future careers in relevant fields, and equipping them with the basic ability to solve practical issues during international trade internships. Additionally, it further enhances students' sense of professional mission and responsibility. The importance of evaluating students' learning processes is emphasized, and a multi-dimensional evaluation system is constructed to achieve a comprehensive and objective assessment of students' abilities and learning outcomes.

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