

Exploration on the Reform of Teaching Plans for International Economics Courses

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Abstract: With the in-depth development of economic globalization, international economics has become increasingly important in economic majors. Traditional teaching plans for international economics courses have certain limitations in teaching content, teaching methods, and assessment methods, making it difficult to meet the needs of cultivating high-quality applied talents. This paper analyzes the existing problems in the current teaching plans for international economics courses, and combined with teaching practice experience, proposes a series of targeted reform measures. The aim is to improve the teaching quality of international economics courses, cultivate students' comprehensive abilities and innovative thinking, so as to meet the requirements for economic professionals in the new era.

Keywords: Teaching Plans; International Economics Courses

As a core basic course in economic majors, international economics mainly studies the economic relations between countries in an open economic environment and the allocation of resources on an international scale. Its content covers many fields such as international trade theory and policies, international finance, and international investment. It is of great significance for students to understand the laws of global economic operation and analyze international economic phenomena. However, with the rapid changes in the global economic situation and the continuous update of educational and teaching concepts, the traditional teaching plans for international economics courses have gradually revealed some problems, which urgently need to be reformed and innovated.

1. Current Situation and Problem Analysis of Teaching Plans for International

Economics Courses

1.1 In Terms of Teaching Content

1.1.1 Disconnection between theory and practice

In the current teaching plans, too much emphasis is placed on the teaching of theoretical knowledge. For example, classic theories such as the theory of comparative advantage and the factor endowment theory are explained in depth, but there is a lack of close integration with actual economic phenomena. During the learning process, students often have difficulty understanding the application of these theories in real international economics, resulting in a serious disconnection between theoretical learning and practical application.

1.1.2 Lagging content update

The international economic situation is changing rapidly, and new economic phenomena and problems are constantly emerging, such as the rise of global trade protectionism and the emergence of digital currencies. However, the teaching content of some teaching plans has not been updated in a timely manner and still remains at the analysis of traditional economic theories and phenomena, failing to enable students to understand the latest international economic trends and cutting-edge research results.

1.1.3 Lack of a Chinese perspective

In the context of globalization, China's status on the international economic stage is becoming increasingly important. However, in some teaching plans, the content related to China's role, policies, and challenges in the international economy is rarely covered, which is not conducive to cultivating students' ability to analyze China's economic problems using international economics knowledge, nor is it easy to enhance students' sense of identity and responsibility for the country's economic development.

1.2 In Terms of Teaching Methods

1.2.1 Single teaching method

At present, the teaching method of international economics courses still mainly relies on the traditional lecture method. Teachers play a dominant role in the classroom and impart knowledge to students by explaining PPTs. This teaching method lacks interactivity, and students' participation is low. It is difficult to stimulate students' learning interest and initiative, and it is not conducive to cultivating students' independent learning ability and innovative thinking.

1.2.2 Insufficient case teaching

Although some teachers have introduced cases in teaching, there are problems such as inappropriate case selection and insufficient in-depth case analysis. Some cases are too outdated to reflect the current hot and difficult issues in international economics. During the case analysis process, teachers often dominate the analysis process, and students lack the opportunity for independent thinking and discussion, unable to give full play to the advantages of case teaching.

1.2.3 Inadequate application of information technology in teaching

With the rapid development of information technology, many universities are equipped with advanced teaching equipment and online teaching platforms. However, some teachers do not make full use of information technology in the teaching of international economics. They only use it as an auxiliary teaching tool and fail to fully utilize network resources to carry out online-offline blended teaching, which limits the improvement of teaching effectiveness.

1.3 In Terms of Assessment Methods

1.3.1 Single assessment form

The assessment of international economics courses mostly focuses on the final exam results, with a relatively small proportion of usual scores. The final exam mainly adopts the form of closed-book examination, which focuses on the assessment of students' theoretical knowledge and is difficult to comprehensively evaluate students' learning process, practical ability, and comprehensive quality.

1.3.2 One-sided assessment content

The assessment content is often limited to the knowledge points in the textbook, focusing on the assessment of students' memory ability, while the assessment of students' ability to

analyze and solve problems and innovative thinking is insufficient. This leads students to pay too much attention to rote memorization during the learning process and ignore the understanding and application of knowledge.

2. Reform Strategies for Teaching Plans of International Economics Courses

2.1 Teaching Content Reform

2.1.1 Strengthen the combination of theory and practice

Increase the proportion of practical teaching content in teaching plan compilation. For example, when explaining international trade theories, introduce actual trade cases, and let students analyze the comparative advantages of different countries in trade and the impact of trade policies on the economy. In the part of international finance, combine current actual problems such as exchange rate fluctuations and international payment imbalances, and guide students to analyze and solve them using the learned theories. Through the close combination of theory and practice, improve students' ability to understand and apply knowledge.

2.1.2 Update teaching content in a timely manner:

Pay attention to the latest trends and research results in the field of international economics, and regularly update the teaching plan content. For example, incorporate new forms of trade protectionism, the impact of the digital economy on international trade, international financial regulatory reforms, and other contents into the teaching scope, so that students can access the most cutting-edge knowledge and understand the development trends of international economics.

2.1.3 Highlight the Chinese perspective

Increase the content related to China in the international economy in the teaching content, such as China's foreign trade policies, China's practice in participating in global economic governance, and the process of RMB internationalization. Through the study of these contents, cultivate students' ability to analyze China's economic problems using international economics knowledge and enhance students' national pride and sense of responsibility for the country's economic development.

2.2 Teaching Method Reform

2.2.1 Adopt diversified teaching methods

Abandon the single lecture method and comprehensively use a variety of teaching methods, such as heuristic teaching, discussion-based teaching, and project-based teaching. In classroom teaching, teachers guide students to think and discuss by setting up problem situations, stimulating students' learning interest and initiative. Organize students to carry out project-based learning, and let students complete relevant research projects in the field of international economics in groups to cultivate students' teamwork ability and innovative thinking.

2.2.2 Optimize case teaching

Carefully select representative, timely, and inspiring cases to ensure that the cases can reflect the current hot and difficult issues in international economics. During the case analysis process, teachers guide students to analyze and discuss independently, encourage students to express different views and opinions, and cultivate students' independent thinking ability and problem-solving ability. At the same time, teachers comment on and summarize students' analysis to help students deepen their understanding of knowledge.

2.2.3 Make full use of information technology in teaching

With the help of online teaching platforms, carry out online-offline blended teaching. Teachers publish learning resources such as teaching videos, courseware, and cases on the platform for students' independent learning. Use functions such as online discussion areas and Q&A areas to strengthen interaction and communication with students and promptly solve problems encountered by students during the learning process. In addition, virtual simulation experimental teaching software can also be used to let students simulate the international economic transaction process and improve students' practical operation ability.

2.3 Assessment Method Reform

2.3.1 Enrich assessment forms

Establish a diversified assessment system, increase the proportion of usual assessment, and include classroom performance, group assignments, project reports, and online learning situations in the assessment scope of usual scores. The final exam can adopt a variety of forms such as open-book examinations, thesis writing, and case analysis

to comprehensively examine students' knowledge mastery, problem analysis ability, and innovative thinking.

2.3.2 Optimize assessment content

The assessment content should not only cover the basic knowledge in the textbook but also pay attention to the assessment of students' comprehensive abilities. For example, set some open-ended questions in the exam, requiring students to use the learned knowledge to analyze current hot issues in international economics and put forward their own opinions. In group assignments and project reports, examine students' teamwork ability, data collection and collation ability, and research and analysis ability.

3. Guarantee Measures for Reform Implementation

3.1 Teacher Training and Development

3.1.1 Carry out teaching method training

Schools regularly organize teachers to participate in teaching method training, invite educational and teaching experts or experienced teachers to share advanced teaching concepts and methods, such as how to carry out heuristic teaching and how to design effective case teaching, to improve teachers' teaching level and teaching ability.

3.1.2 Encourage teachers to participate in academic exchange activities

Support teachers to participate in domestic and international academic exchange conferences, seminars, and other activities, so that teachers can understand the latest research results and development trends in the field of international economics, broaden teachers' academic horizons, and provide support for the update of teaching content and the innovation of teaching methods.

3.2 Teaching Resource Construction

3.2.1 Textbook construction

Encourage teachers to compile textbooks that meet the requirements of teaching reform. The content of textbooks should focus on the combination of theory and practice, highlight the Chinese perspective, and reflect the latest developments in the field of international economics. At the same time, select excellent domestic and foreign textbooks as reference materials to provide students with diversified learning resources.

3.2.2 Case library construction

Establish a case library for international economics, collect and organize representative and timely cases, and manage the cases by classification. The case library should be continuously updated and improved to provide rich materials for teachers to carry out case teaching.

3.2.3

Online teaching resource construction

Strengthen the construction and maintenance of online teaching platforms, and enrich teaching resources, such as teaching videos, courseware, question banks, and online tests. At the same time, encourage teachers to use online teaching platforms to carry out teaching activities and improve the informatization level of teaching.

3.3 Teaching Quality Monitoring and Evaluation

3.3.1 Establish a teaching quality monitoring system

Schools establish a teaching quality monitoring team to regularly inspect and evaluate the teaching process of international economics courses, including teaching plan compilation, classroom teaching, practical teaching, assessment and evaluation, and other links, and promptly discover problems and put forward rectification suggestions.

3.3.2 Improve the teaching evaluation mechanism

Establish a diversified teaching evaluation mechanism. It should not only focus on students' academic performance but also pay attention to the evaluation of students' learning process, practical ability, and comprehensive quality. At the same time, strengthen students' feedback on teaching. Through methods such as student teaching evaluations and symposiums, understand students' opinions and suggestions on teaching and provide a basis for teaching reform.

4. Conclusion

The reform of teaching plans for international economics courses is an inevitable requirement

to adapt to the development of economic globalization and cultivate high-quality applied talents. Through the reform of teaching content, teaching methods, and assessment methods, the teaching quality of international economics courses can be improved, students' learning interest and initiative can be stimulated, and students' comprehensive abilities and innovative thinking can be cultivated. At the same time, in order to ensure the smooth implementation of the reform, it is also necessary to strengthen guarantee measures such as teacher training and development, teaching resource construction, and teaching quality monitoring and evaluation. Only in this way can international economics courses better serve the growth and development of students and cultivate more economic professionals with an international perspective and innovative ability for society.

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