

Teaching Reform and Practice of "One-Drive & Three-Integration" for the Course "International Trade Documentation Practice" in Private Colleges

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Abstract: "International Trade Documentation Practice" Course is a compulsory practical course that combines theory with practice, offered by the International Economics and Trade major in application-oriented private undergraduate colleges. In the teaching practice of this course, it was found that there are some problems on both the "teaching methods" of teachers and the "learning methods" of students. Based on these two major pain points, under the Outcome-Based-Education educational concept, this course implements the philosophy of "student-centered development" and proposes a "one-drive & three-integration" course-based education model, that is, implementing the time-limited task-driven teaching method, a curriculum education model that integrates industry and education, online and offline, and on-campus and off-campus elements. Through practical verification, this educational model can effectively achieve the teaching objectives of the course and solve pain points, and has achieved good innovative results on both the students and teachers.

Keywords: "International Trade Documentation Practice" Course, "One-Drive & Three-Integration", Teaching Innovation

1. Introduction

International trade documentation work accompanies the entire process of foreign import and export activities. The workflow is complex, with numerous details in document production and strong timeliness. Therefore, the course of Practice of International Trade Documents aims to cultivate students' familiarity with the entire process of foreign trade and the operation of letters of credit, their strong reading and writing skills in foreign trade English, their proficiency in the production and review of various foreign trade documents, their ability to identify and control document risks, and their proficiency in using foreign trade and office systems. Through the study of the course of Practice of International Trade Documents, students should gradually develop professional qualities such as being meticulous and rigorous, having a strong sense of responsibility, being honest and compliant, being efficient in communication and coordination, having a strong sense of time, being able to withstand pressure well, and strictly keeping business secrets. This course of International Trade Documentation Practice serves as a bridge in the personnel training system, and the overall teaching content is not very difficult. However, both the "learning methods" of students majoring in international trade in private colleges and the "teaching methods" of teachers have their own unique problems.

2. Pain points Existing in curriculum teaching

2.1. Analysis of Students' Learning situation Issues

The students' foundation level of the international trade major in private colleges and universities is lower than that of other public colleges and universities. The common characteristics of students are unclear learning goals, lack of learning methods, and weak mastery of professional basic knowledge and practical skills, which leads to a slow improvement in the practical ability to prepare foreign trade documents. Students in private colleges and universities lack initiative and self-discipline in learning this course, have difficulty concentrating, and the phenomenon of playing with mobile phones in class occurs from time to time. It is difficult for students to improve their comprehensive professional qualities.

2.2. Analysis of Teachers' Teaching Situation Issues

In terms of the teaching staff, the content of the course of International Trade Documentation Practice is closely related to the actual work of foreign trade and is highly practical. However, some teachers, who have just graduated with a master's degree begin teaching in colleges and universities directly, lack practical experience in enterprises and are not very familiar with the latest policies and requirements for foreign trade document work.

In terms of teaching content, some of it is disconnected from the actual situation of enterprises. Many practical guidance materials do not reflect the latest policy requirements and the latest changes in foreign trade documents after the integration of customs and inspection. For instance, they do not show the latest Customs Declaration Form styles, nor do they abolish Export Inspection Declaration Forms and Verification Form for Foreign Exchange Collection.

In terms of course assessment, teachers have relatively low requirements for the difficulty of students' evaluations. Students overly pursue high scores in practical exercises on on-campus lab practical software, resulting in a "bubble-type high score" phenomenon in course assessment. The content and methods of course assessment cannot reflect students' true mastery of knowledge and skills. The assessment content and methods of the course are not challenging enough.

Teachers are constrained by the ranking of students' teaching evaluation scores, which makes it difficult to implement teaching reform measures effectively.

3. Concepts and Ideas of Curriculum Teaching Innovation

Based on the analysis of the learning and teaching conditions of this course in private colleges and universities, the problems existing in the teaching are identified. Under the OBE teaching philosophy, the concept of "student-centered development", and the teaching team for the Course of International Trade Documentation Practice proposed the "one-drive & three-integration" Curriculum Education Model. (See figure 1)

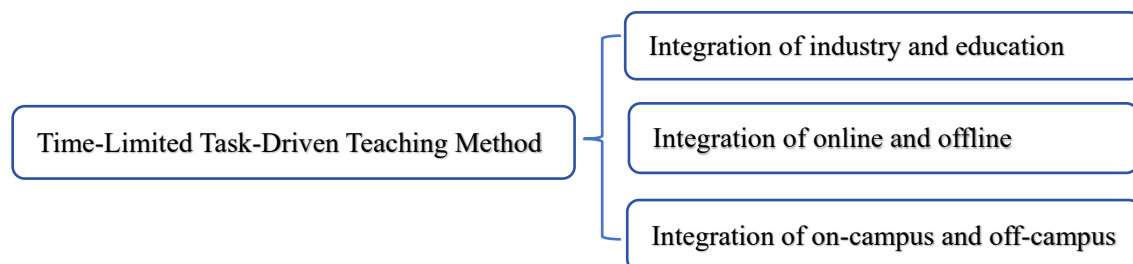


Figure 1: The "One-Drive & Three-Integration" education model in "International Trade Documentation Practice"

"One-drive" refers to the time-limited task-driven method, which clearly defines the tasks for each class and requires students to complete them within a limited time. The application of this method mainly aims to address the problems of students in private colleges and universities having unclear learning goals, a lazy learning attitude, and playing with mobile phones in class.

"The integration of industry and education" aims to address the problems that teachers lack enterprise experience, have weak practical teaching abilities, and the teaching content is not dynamically updated and disconnected from the actual work of enterprises.

"Online and offline blended teaching" method focuses on addressing the issues of students' weak theoretical foundation and insufficient practical training^[1]. The online learning mainly focuses on the basic knowledge of international trade documents and reviews and consolidates the theoretical knowledge of international trade practice. Offline, emphasis is placed on time-limited practical exercises in the classroom, and the duration of students' practical training has increased.

"The integration of on-campus and off-campus" activities refers to students conducting software simulation practices for international trade documents on campus, participating in subject competitions related to international trade documents off campus, and engaging in on-the-job practical training at off-campus industry-education integration practice bases, in order to enhance their practical abilities.

4. Specific Measures for Innovative Reform of Curriculum Teaching

4.1. The time-limited task-driven method runs through the three stages of before class, during class and after class, as well as the entire semester

At the beginning of the semester, the nature and status of the course should be clearly defined, as well as the teaching objectives, the framework of the teaching content, and course assessment scheme: Formative and summative Assessment of the course. Let students clearly understand learning objectives and practical tasks of the course learning from the beginning of the semester^[2]. In addition, students should be clear about the pre-class preview and preparation tasks, in-class practical tasks, and post-class summary and reflection tasks for each lesson. They are required to complete the pre-class, in-class, and post-class tasks within the specified time limits. After students complete their learning tasks within a limited time, teachers will provide point rewards to students in the formative assessment.

4.2. Implement the integration of industry and education, reconstruct the teaching content system to align with the cutting-edge industry developments, and enhance teachers' practical teaching abilities

The prerequisite for implementing the integration of industry and education is to have a certain number of off-campus industry-education integration practice bases. A certain number of industry-education integration practice bases that are relevant to the major can be developed near the university. For instance, cross-border e-commerce enterprises, traditional foreign trade enterprises, international logistics enterprises, and customs declaration and inspection agency enterprises should be developed as major-matched practice teaching bases for the integration of industry and education. Then, teachers may conduct on-site visits and research exchanges with industry-education cooperation enterprises, or take temporary positions in enterprises to accumulate industrial and corporate work experience and improve their practical teaching capabilities. In addition, teachers will use first-hand materials obtained from enterprises related to their major, such as genuine (de-sensitized) letters of credit, contracts, orders, customs declaration and inspection data of the enterprises, etc., as teaching materials. The teaching content will be designed in a modular and project-based manner^[3]. The teaching team can set up practical training project modules in accordance with the import and export trade processes of enterprises.

4.3. Implement AI-enabled online-offline blended teaching model to stimulate students' enthusiasm for learning

This course requires students to have a solid foundation in prerequisite courses such as international trade practice, international settlement, and international logistics. Based on the analysis of students' learning conditions, the theoretical basic knowledge of students in private colleges is weak, and the offline practical hours are insufficient. Therefore, the teaching team proposes to implement an online-offline blended teaching model empowered by AI in terms of teaching methods and means. Before class, teachers use AI to assist in building a network teaching platform and push three-dimensional digital teaching resources to students. Students study the theoretical basic knowledge related to this course online and take self-tests. Teachers use AI to analyze students' online theoretical knowledge learning situations and flexibly adjust specific offline teaching strategies^[4]. In the offline classroom, students first reflect and report. Then, the teacher provides feedback on the students' learning situation before class. Next, the teacher explains the common mistakes in preparation of trade document. After that, the teacher assigns simulation practice tasks, and students complete the document making practice tasks within a limited time with the assistance of AI. After class, students write reflection notes on the simulation practice tasks of the current class.

4.4. Construct a "three-dimensional" progressive practical ability training system integrating on-campus and off-campus resources

Due to the fact that the practical training simulation software relied upon in on-campus teaching often has a single document sample, simplified processes, idealized data, and lacks the support of real business background, it is difficult to simulate complex situations and unexpected problems. Therefore, the course teaching team has established a "three-dimensional" progressive practical ability cultivation system that integrates on-campus and off-campus activities. That is, students practice their basic skills through the on-campus simulation platform, participate in off-campus subject competitions related to individual certificates to enhance their practical abilities. At the end of the semester, students go to take

on-the-job internship at off-campus practical bases to enhance their professional competence. There are quite a few off-campus subject competitions for the International Trade major. Organizing students to participate in off-campus subject competitions related to international trade documents is an effective test and supplement to the practical teaching on the on-campus simulation platform. Students may be organized to participate in disciplinary competitions such as the POCIB National Foreign Trade Practitioners Ability Contest, the International Trade Competition of the Business Elite Challenge, and the National Digital Trade Skills Competition. At the same time, the content of off-campus subject competitions is introduced into the in-class simulation platform for practical teaching to enhance the challenge level of the course content. Finally, during the final practice week, winter or summer vacations, students are organized to take on-the-job internships at off-campus practice bases matching their major, so as to improve their practical post competence and lay a solid foundation for future employment.

4.5. Establish a course assessment and evaluation system that suits the "one-Drive & Three-Integration" education model to stimulate students' deeply immersive learning

Adhering to the teaching philosophy of "No goal, no learning" and "OBE", course assessment is a small goal for students in their course learning. Therefore, the course assessment and evaluation plan plays a guiding role in students' learning. Therefore, the course teaching team has created a course assessment and evaluation system that suits the "one-driven& three-integration" education model. (See Table 1)

Table 1 Course Assessment Scheme Table

Composition of grades	Itemized assessment items	Itemized assessment content	Assessment subject	Proportion of grades	The proportion of the total course grade
Formative Assessment score	Attendance Records	Tardiness, Early Departure, Leave of Absence, and Absenteeism	Chaoxing Learning Pass	5%	60%
	Class Participation	The performance in interactive activities such as answering questions and discussions, reflection and reporting, as well as the practical task progress.	Teacher + Chaoxing Learning Pass	15%	
	Online learning	Online task completion and Online quiz	Chaoxing Learning Pass	15%	
	Practical operation	Software simulation practical operation situations, writing process reflection notes, participating in documentary-related subject competitions, etc	International Business Document System + Teachers	25%	
Summative Assessment Score	Comprehensive document preparation Practical Report	Simulate comprehensive document preparation and write a practical report	International Business Document System + Teachers	40%	40%
Total Course Score				100%	

The above-mentioned assessment and evaluation methods attach great importance to the objectivity, measurability and visualization of the formative assessment and evaluation standards, and integrate the "one-driven & three-integration" education model into the course assessment and evaluation methods. This course assessment scheme covers evaluation conducted at all stages: pre-class, in-class, after-class, and the final assessment. It uses Chaoxing Learning Pass to manage students' grades throughout the process, enabling real-time diagnosis of students' learning behaviors and timely feedback. At the same time, the content of the final assessment should be aligned with that of students' subject competitions to reflect the challenge level of course learning.

5. Achievements of Curriculum Teaching Innovation

Through the above specific innovative measures, the innovative teaching mode of the course has improved the teaching effect and quality, and promoted mutual growth between teaching and learning.

5.1. From the students' perspective

First, students' academic performance is objectively reflected, and the teaching objectives have been largely achieved. By comparing and analyzing the academic performance of students before and after the teaching reform, it was found that the final grades of students presented a normal distribution, the academic performance was objective, and the rate of excellent and good grades increased year by year. The speed of students' simulated document preparation and the accuracy rate of document preparation have both significantly improved.

Second, students' initiative and enthusiasm in learning have been enhanced. Through the online and offline blended teaching model empowered by AI, students' enthusiasm for learning has been fully mobilized, gradually fostering their transformation from passive learning to active learning. The number of students taking the initiative to ask questions, and participate in classroom activities has increase. The frequency of participation in classroom interactive activities has increased. The time-limited task-driven method has reduced the phenomenon of students playing with mobile phones in class. It has improved students' speed in completing international trade documents. Meanwhile, students' learning efficiency in class has been significantly enhanced.

Thirdly, through the innovative reform of the teaching model, students have clear learning goals, gradually develop the habit of summarization and reflection, and their comprehensive abilities have been improved. The Time-limited task-driven teaching effectively enables students to clarify their learning tasks before, during and after each class. The writing and reporting methods of group practice summaries and reflections have cultivated students' habit of timely reflecting on mistakes and correcting them, which can have a positive impact on students' future studies, work and life. Group tasks have exercised students' teamwork skills, their abilities to summarize and generalize, write, and express themselves orally. The quality of students' reflective homework has gradually improved. Meanwhile, by observing and evaluating the progress and quality of students' task completion, teachers can dynamically understand students' learning situations and provide targeted individual tutoring to improve the overall academic performance of students.

Fourth, the number of students winning awards in subject competitions has increased, and their practical abilities have been enhanced. The simulation model of the on-campus document software combined with participation in off-campus competitions has stimulated students' enthusiasm for actively participating in professional subject competitions, further deepened their grasp of the basic knowledge of international trade documents, and improved their practical ability of completing international trade documents and teamwork ability. The number of students and teams participating in discipline competitions has increased, and the number of awards won has also been rising.

5.2. From the Teacher's perspective

The reform and innovation of this teaching model have improved teachers' educational and teaching abilities. Because their teaching has received high praise from students and colleagues. Through teaching reform and practice, the course teaching team has respectively won awards in the Blended Teaching Design Innovation Competition and the Teacher Teaching Innovation Competition, and published several teaching and research papers. The teaching team members' self-compiled textbooks won the provincial excellent textbook award. Since the teaching reform, the student evaluation scores of the course teaching team have been above 90 points. Written positive reviews have been given in the students' evaluation comments, practical reports and reflection notes. The teaching and educational model of this course has been recognized by peers through open teaching classes and teaching competitions.

6. Conclusion

This course has established an educational model of "one-Drive & three-integration", which has a remarkable educational effect, is highly operational and has a significant exemplary role. The educational model of this course can be well applied to the teaching of all chapters of this course and is

convenient for practical promotion within the same course teaching team. It can play a demonstration role in the teaching reform of similar international trade practice courses, encourage more teachers in this major to carry out teaching reforms, and also promote the construction of industry-education integration and digital-intelligent integrated courses in similar courses. This educational model can also be promoted throughout the school by participating in teaching competitions, or it can be promoted outside the school by exchanging with other universities and publishing teaching and research papers.

Adhering to the "OBE" teaching concept and the teaching ideology of "teaching as the guide and Student-centered learning", it is reflected in student management. It is clear that "Student-centered learning" does not mean making do with students or simply following their preferences, but rather improving the overall teaching planning and design in accordance with an objective and serious employment orientation and ability requirements^[5]. The course is designed in accordance with the standard of "high-level, innovation, and challenge".

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