The Exploration of the Curriculum Reform of Warehousing and Distribution Management Based on the Demand of Application-Oriented Logistics Management Talents

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ABSTRACT Based on the investigation of logistics management talents in the present logistics industry, the ability index of logistics management talents is analyzed and refined; on the basis of summarizing the characteristics of ability index, the paper constructs a teaching model based on dynamic classroom model, and provides detailed implementation of this teaching model, in order to meet the current needs of the application-oriented logistics management talents.

1. INTRODUCTION

With the rapid development of E-commerce, logistics industry has become the fastest growing industry in China. In recent years, Information Technology has developed rapidly and the intelligent equipment has constantly popularized and updated. Therefore, the logistics industry has also developed from the traditional manual operation to automated and unmanned system. And on the basis of Big Data analysis, it develops to the intellectualized direction [1]. Although intelligent logistics is the development trend, most small and medium-sized logistics enterprises in China are still in the stage of traditional manual or semi-automatic operation, except Alibaba, JD, Depon and other well-capitalized enterprises. This requires that the logistics management talents cultivated by application-oriented undergraduate universities can not only cope with the challenges brought by intelligent logistics to logistics management, but also solve the management problems existing in the traditional manual logistics [2].

Warehousing and distribution management is a core course of application-oriented undergraduate logistics management. Based on the analysis of the development of the logistics industry and the current demand for intelligent logistics talents, the requirements for logistics talents are refined, the teaching model, teaching methods and teaching environment are reconstructed, and application-oriented logistics management talents are trained to adapt to the new era, new dynamics and new demands.

2. ANALYSIS OF LOGISTICS TALENT DEMAND STATUS?

Through visits to Alog, JD, Depon, Yalu and other companies, as well as through questionnaires to the logistics, manufacturing, sales and other companies, the course team has extracted the following talent requirements standards, as shown in table 1.

| NO. | Demand Standards                      | NO.  | Demand Standards                         |
|-----|--------------------------------------|-----|-----------------------------------------|
| 1   | Basic knowledge of logistics         | 5   | Problem solving ability                 |
| 2   | Data analysis ability                | 6   | Learning ability                        |
| 3   | Operational management               | 7   | Communicating ability                   |
| 4   | Cost control capability              | 8   | Teamwork ability                        |

Both intelligent logistics and traditional logistics, the nature of demands for the ability of logistics management personnel have not changed: possess solid basic knowledge of logistics, be able to analyze the basic data such as order, logistics, cost and efficiency generated in the...
process of enterprise operation, and find the existing problems, control and solve them; ③ have high level of communication skills and teamwork skills in the process of solving problems; ④ be able to keep pace with The Times and have continuous learning ability to solve logistics management problems under different environments and different technical support.

The above competency standards are translated into the course of Warehousing and distribution management, the specific competency indicators are shown in table 2, which are the teaching objectives to be realized in this course.

Table 2 Ability indicators to be cultivated in the course of warehousing and distribution management

| NO. | Demand Standards               | Ability indicators                      |
|-----|--------------------------------|----------------------------------------|
| 1   | Basic knowledge of logistics   | Warehousing knowledge                  |
|     |                                | Inventory knowledge                     |
|     |                                | Cost of knowledge                       |
|     |                                | Performance knowledge                   |
|     |                                | Distribution knowledge                  |
| 2   | Data analysis ability          | Order analysis                          |
|     |                                | Efficiency analysis                     |
|     |                                | Cost analysis                           |
| 3   | Operational management capability | Process management                   |
|     |                                | Job management                          |
|     |                                | Inventory management                    |
|     |                                | Site management                         |
| 4   | Cost control capability        | Cost control                            |
| 5   | Problem solving ability        | Process optimization                    |
|     |                                | Inventory control                       |
|     |                                | Picking optimization                    |
|     |                                | Distribution optimization               |
| 6   | Learning ability               | Learning abilities consistent with cognitive |
| 7   | Communicating ability          | Communication                           |
| 8   | Teamwork ability               | Cooperation                             |

3. THE BASIC PATH AND MEASURES OF THE TEACHING REFORM

Through the above analysis of the capability standards and indicators, under the current development background of the logistics industry the basic path for the reform of warehousing and distribution management is as follows: through adopting the teaching mode and teaching method in line with the cognitive development, students can master the basic theoretical knowledge of the course "Warehousing and distribution management"; through analysis and group discussion of warehouse matching cases in different situations, students can improve their application ability of basic knowledge, expand their thinking, constantly update their theoretical knowledge in practice, and exercise their communication skills and teamwork ability in the application process.

3.1 Construct the dynamic classroom model

To realize the reform path mentioned above, the course team constructed a dynamic classroom model, as shown in figure 1. The dynamic classroom model in figure 1 reflects the core ideas of curriculum reform which are as follow:

① To change the traditional status of teachers and students, teachers are no longer the subject of the teaching process, but the leader of the teaching process, the design and guidance of the teaching process; Students become the main body of the teaching process. Under the guidance of teachers, students give full play to their subjective initiative and actively participate in learning and interactive discussion.
In the design of teaching process, scientific learning methods conforming to cognitive laws are adopted to improve students' mastery of theoretical knowledge and lay a solid foundation for improving students' problem-solving ability and innovation.

3.2 Implement the dynamic classroom model

3.2.1 Develop a detailed curriculum implementation plan

Before the course begins, teachers need to study the knowledge related to Warehousing and distribution management, analyze the course content and students' characteristics, formulate a detailed course implementation plan, prepare learning materials and exercise cases corresponding to each chapter, and be able to transform the teaching content into problem situations, in the process of inquiry to give students the timely and effective guidance and correction.

3.2.2 Students study independently before class

Through the teaching platform, students can complete the self-study of pre-class knowledge points, complete the self-test to understand their own knowledge, and conduct preliminary exploration on the cases.

3.2.3 Teacher and students explore learning in class

In the first few minutes of the course, the teacher will arrange the students to complete a small test. The test content not only includes the knowledge points learned by the students before class, but also includes the previous knowledge, so as to realize the retrieval memory and interval exercise, so as to strengthen the students' memory.

After that, teacher can create reasonable situations for the teaching content according to the curriculum implementation plan and put forward reasonable questions. He/She can use case analysis, field simulation and other methods to guide students into the details of the problem, without making simple attributions. In the setting of specific scenes, students can enter into the role, learn and think, improve students' ability to reflect, question and solve problems. The situation created and the questions raised not only include the knowledge of this course but also the previous knowledge, so as to realize diversified exercises to promote students' active learning and application of knowledge. In the learning process, students actively participate in the interaction, questioning and discussing with each other. On the one hand, students' ability to coordinate and cooperate is cultivated; on the other hand, students' ability to communicate in various forms is cultivated.

3.2.4 Students recall and summarize, and explore independently after class

After class, students recall and summarize the course without textbooks and notes, which stimulates students to search and reflect, and improve students' long-term memory of knowledge. According to the content of the course, teachers create new teaching situations such as cases, and let students complete the exploration of situation cases by themselves in groups. Then, through discussion and communication, the team explained the problem, analyzed the survey results, and discussed the existing fuzzy understanding. The format of the discussion can vary from group discussions to class-wide debates. Finally, a reasonable explanation of the problem is formed and a conclusion or rule is drawn.
3.3 Emphasis on process assessment

The teaching reform based on the dynamic classroom model encourages students to actively participate in the whole teaching process. Active discussion and thinking are the key to stimulate students' interest in learning, so the assessment of process participation needs to be strengthened. Therefore, the course group adopts the method of combining process assessment with result assessment in which the process assessment accounts for 70% and the result assessment accounts for 30%. The content of the process assessment includes students' attendance, quiz, learning attitude, participation in discussion and other situations. The specific content is shown in table 3.

| Assessment indicator   | Assessment content        | ratio |
|------------------------|---------------------------|-------|
| Process assessment     | Attendance                | 5%    |
|                        | Quiz                      | 5%    |
|                        | Interactive inquiry learning | 30%   |
|                        | Self-inquiry learning     | 25%   |
|                        | Course summary            | 5%    |
| Result assessment      | Comprehensive case analysis | 30%   |

4. SUMMARY

According to the development characteristics of the current logistics industry, this paper analyzes and extracts the competency standards of application-oriented logistics management talents. On this basis, the dynamic classroom teaching mode is constructed, and the combination of inquiry teaching method and cognitive learning method can improve students' mastery of basic theoretical knowledge and practical application ability. However, more in-depth exploration is needed. Teachers should accumulate experience in the application process, further study and improve the teaching model, and promote the teaching method to other courses, so as to achieve the goal of comprehensively improving the teaching level.

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