

A Case-Based Exploration of the Digital Teaching Mode of Supply Chain Management Course

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Abstract: Accompanied by the trend of globalization moving forward and the wide application and practice of digital technology, the importance of supply chain management has become more and more prominent and has also become the key to the operation and development of social enterprises. Hence, promoting the teaching innovation of the Supply Chain Management course has become a key link in the education of colleges and universities. Thus, in order to improve the teaching quality and level of the Supply Chain Management course, digital technology should be integrated into it, so as to promote the innovation of higher vocational colleges and universities in the mode of educating people, and to strengthen the quality and effect of talent cultivation. Therefore, the paper puts forward the countermeasures based on the case teaching method to promote the digital teaching mode construction of the Supply Chain Management course, so as to expand the teaching content by using the case teaching and ensure the close connection between the teaching content and the industry demand, thus helping to improve the teaching quality of the Supply Chain Management course and strengthen the level of talent cultivation.

Keywords: Case teaching method; Supply Chain Management course; Digital teaching

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1. Introduction

As a course oriented to cultivate students' supply chain management skills, the Supply Chain Management course in higher vocational colleges and universities has an important status. The teaching of this course can strengthen students' mastery and understanding of supply chain-related knowledge, and improve their skills and methods of managing the supply chain, which can satisfy the demand for high-quality talents for the development of social enterprises^[1]. In order to further promote the teaching innovation of the Supply Chain Management course, it is necessary to integrate the case teaching method into it and promote the construction of a digital teaching mode based on the case teaching method, so as to form a more ideal education mode. Through this, students can accumulate experience and learn new supply chain management methods in case analysis and exploration, and then improve their professional ability and level.

2. Significance of the case teaching method in the teaching of the Supply Chain Management course

In the teaching of Supply Chain Management in higher vocational colleges and universities, the integration of the case teaching method has vital significance and value. The integration of the case teaching method in the course teaching can enhance the practicability and applicability of teaching, that is, the introduction of actual cases in the teaching can allow students to carry out more in-depth analysis of the knowledge and interpretation of the course. For example, by leading students to analyze and explore Huawei's global supply chain management strategy, Amazon's logistics optimization practices, and many other cases, students can have a more intuitive understanding of supply chain management, while helping students learn from the management experience and methodology, which not only deepens students' understanding and mastery of the knowledge points of supply chain management, but also provides sufficient support for students' subsequent practical operation ^[2]. Moreover, the integration of the case teaching method in the Supply Chain Management course teaching can also stimulate students' subjective initiative, so that students are more actively involved with the case to carry out the depth of the course knowledge thinking, so as to exercise students' innovative thinking ability, strengthen the quality of students' learning as well as complete the teaching task of Supply Chain Management in higher vocational colleges with better quality ^[3].

3. Necessity and urgency of constructing digital teaching mode for Supply Chain Management courses in higher vocational colleges and universities

3.1. The necessity of constructing digital teaching mode for Supply Chain Management courses in higher vocational colleges and universities

The large-scale popularization and application of network information technology have provided new opportunities for social and industrial development and opened up a wider market scope. However, in this process, to continuously expand market influence and development level, enterprises must rely on a stable supply chain. Thus, the importance of good supply chain management is more and more prominent, not only do we need to have a good supply chain building capacity, but also a professional supply chain management team with excellent levels. As an important cradle of social and industrial talent training, higher vocational colleges and universities are responsible for promoting the cultivation of excellent talents with industrialized management skills ^[4]. However, it is obvious that the traditional higher vocational education model faced difficulty in meeting the current demand for supply chain management personnel in the social industry. Especially in the context of the widespread application of digital technology and the increasing complexity of global supply chain management, supply chain management personnel are required to have digital technology and a wider range of professional perspectives in order to ensure the level of supply chain management. Therefore, it is necessary to promote the construction of a digital teaching mode of supply chain management courses, so as to empower the innovation of higher vocational supply chain management courses with digital technology. Through this mode, students can learn the application of digital technology and deeply grasp the professional knowledge of supply chain management. In this way, the level and quality of talent training can be improved, and a steady stream of high-quality talents can be provided for the high-quality development of social industries ^[5].

3.2. The urgency of constructing digital teaching mode for Supply Chain Management courses in higher vocational colleges and universities

In today's social development and construction, the development trend of globalization and informatization is

more prominent, which also increases enterprises' demand for supply chain management talents. Under this background, it is necessary for higher vocational colleges and universities to promote the teaching innovation of Supply Chain Management courses, so as to deliver a steady stream of supply chain management talents for the development of social industry under this background ^[6]. However, the traditional teaching curriculum has certain problems such as lagging teaching content and weak practical links, which will lead to the difficulty of training higher vocational talents to meet the needs of enterprises for high-quality supply chain management talents. Therefore, it is more urgent to vigorously build a digital technology-driven teaching mode of Supply Chain Management, which helps to realize the teaching innovation of Supply Chain Management under the empowerment of digital technology, thus helping students to learn the relevant professional knowledge of Supply Chain Management, so that they can deeply understand the market demand, the technical dynamics, and development trend of this field and the industry frontier, and recognize the social and industrial development. At the same time, it recognizes the demand for supply chain management talents in the development of social industries, so that students can carry out targeted skill improvement and further study, so as to ensure that the talent training of higher vocational colleges meets the needs of social industries, and that China's social industries are supported by abundant outstanding supply chain management talents in the process of integrating into the international market ^[7].

4. Challenges in the teaching of Supply Chain Management courses in current higher vocational colleges and universities

4.1. Disconnection between teaching content and industry demand

At present, in the teaching of Supply Chain Management courses in higher vocational colleges and universities, the first problem that exists is the disconnection between the teaching content and the industry demand. The teaching stage of Supply Chain Management courses in higher vocational colleges and universities often involves purely theoretical knowledge transfer and does not incorporate enough practical courses and the latest industry trends, which leads to students' limited knowledge and poor learning effect in the field of supply chain management, and challenge in effectively improving the professional ability ^[8]. For example, in the current social development, Internet technology, artificial intelligence technology, and blockchain technology are increasingly widely used in supply chain management, but these contents are not integrated in some vocational colleges, resulting in a lack of knowledge and understanding of these technologies. The disconnect between teaching content and industry needs makes it difficult to ensure the effectiveness of talent training.

4.2. Lack of practical teaching resources

In the teaching of the Supply Chain Management course, there is also a lack of practical teaching resources, which is not conducive to improving students' employment competitiveness and practical operation ability. In reality, in some of the higher vocational colleges and universities, the practical teaching resources allocation is relatively insufficient, such as training sites, training equipment configuration, etc. This is mainly due to the relatively limited funds that higher vocational colleges can invest in it, so they cannot timely purchase new teaching equipment, storage management equipment, and corresponding supply chain management software system, thus students' practical operation training effect is poor, and it is difficult to fully adapt to the latest development trend in the current supply chain management field. This not only restricts the formation of students' practical skills but also undermines the teaching effect of the higher vocational Supply Chain Management course and the quality of talent cultivation.

4.3. Single teaching method without innovation

At present, the single teaching method in the teaching of Supply Chain Management in higher vocational colleges leads to a lack of innovation in education and teaching. It is difficult to stimulate students' subjective initiative, resulting in students' lack of learning interest and participation in the course of Supply Chain Management, and reducing the quality and effectiveness of teaching^[9]. In the actual teaching of Supply Chain Management, teachers tend to pay more attention to the use of traditional lecture-style classroom teaching, so there is often a one-way transfer of professional knowledge in the classroom, which does not form a deep interaction and all-round communication between teachers and students. As a result, students lack a strong initiative in the classroom and are completely passive in accepting and instilling knowledge. This is obviously difficult to strengthen students' theoretical level, and cannot play a positive impact on the cultivation of students' innovative thinking. Especially in the teaching of Supply Chain Management, the content involved is complex and extensive. If students' learning initiative is weak, the teaching effect is bound to be relatively limited, and it is difficult to promote the growth of students' vocational ability.

4.4. Poor construction of teaching teams

The problem of poor teaching team construction affects the quality of education of Supply Chain Management courses in higher vocational colleges and universities to a certain extent and also reduces the level and effect of higher vocational talent cultivation. In practice, some higher vocational colleges and universities are facing the problem of relative lag in the construction of teachers, which has weakened the quality and effect of talent cultivation. For example, some teachers in higher vocational colleges tend to stay at the theoretical level in the teaching of Supply Chain Management and lack practical experience in enterprise practice. At the same time, they have a relatively insufficient understanding of industry and technology development trends, so they cannot introduce this knowledge to students in teaching, which reduces teaching effectiveness. It is difficult to promote the formation of students' practical skills. At the same time, some teachers have outdated teaching concepts and are more willing to adopt traditional teaching methods and assessment methods, thus reducing the education quality of Supply Chain Management. Therefore, strengthening the construction of teachers and improving the education model of Supply Chain Management has become an important part of talent training in higher vocational colleges^[10].

5. Countermeasures in the construction of case-based digital teaching mode in Supply Chain Management course

5.1. Integrating industry case resources and updating teaching content

Utilizing the case teaching method to promote the Supply Chain Management course digital teaching mode construction is an important measure to help improve the effect of talent training. In actual teaching, first of all, we should vigorously integrate industry case resources, so as to promote the innovation of course teaching content and ensure that the teaching content can be linked with the depth of industry demand. For example, higher vocational colleges and universities can establish in-depth collaborative relationships with enterprises, and strengthen contact and cooperation with industry associations, such as inviting enterprise experts into the school to carry out lectures and share relevant professional knowledge and practical experience about supply chain management in the enterprise practice. Schools and enterprises can also jointly develop the Supply Chain Management course resources, so as to ensure that the cases incorporated in them are authentic and in line with the industry development trend. Finally, digital means should be used to deeply integrate these cases, so as to update the teaching content on the basis of the deeply integrated cases and facilitate students to use the digital

platform to download and study the cases, so as to help students broaden their horizons and improve their professional abilities and qualities.

5.2. Using case teaching to expand the practical teaching platform

It is an innovative measure to integrate case teaching into the construction of the digital teaching model of the Supply Chain Management course. Using case teaching to expand the practical teaching platform can also realize the perfect integration of theory and practice and strengthen students' practical operation ability. In practice, colleges and universities can rely on digital technology to build a virtual simulation platform, so as to simulate the scenes in actual cases. Students can receive practical training in the real supply chain environment, and learn how to make supply chain management decisions and how to coordinate various management resources in the supply chain. In this way, students can put the theoretical knowledge they have learned into practice, improve their practical skills, and enhance their professional quality, thus strengthening the level of talent training.

5.3. Innovating the teaching implementation process with the help of digital platforms

In order to effectively promote the teaching innovation of the Supply Chain Management course and realize the digital empowerment of teaching, it is necessary to make great use of the digital platform of Learning Channel, through which the teaching implementation process is innovated, so as to enrich the teaching activities and bring a novel learning experience to students. The learning platform, Learning Channel, is an application that integrates mobile teaching, mobile learning, mobile reading, and mobile socialization, and covers many teaching function modules, so teachers can use these functions to prepare lessons in advance, interact in class, and give feedback after class. For example, before the Supply Chain Management classes, teachers can first use the platform to share the pre-study materials with students, such as excellent supply chain management cases, and require students to analyze and interpret the relevant cases, and understand the effective experience and practices, etc. Students can download the materials through the platform, so that they can pre-study and understand the content of the course in advance. Teachers can focus on the discussion module during the class with students' preview, and use the platform to realize the case study teaching and production scenario games and other functional modules such as polling, quizzes, classroom practice, thematic discussions, questionnaires, etc. to realize real-time classroom interaction between teachers and students and stimulate students' innovative thinking in the activities. In the after-class session, students' learning effect can be assessed through homework and examination modules, and then students' learning situation can be comprehensively analyzed through the data analysis module, so as to more fully understand each student's knowledge mastery, and then make teaching adjustments to improve the teaching quality of the Supply Chain Management course.

5.4. Strengthening the construction of teachers

Teacher construction in the Supply Chain Management course teaching is a key link to creating high-quality teachers to help promote the construction of digital teaching mode. Case teaching is used to carry out the construction of teachers in the actual teaching, so as to enhance teachers' practical skills and teaching levels. For example, higher vocational colleges and universities can carry out regular industry training for teachers, organize academic exchanges, industry expert lectures, etc. for teachers to participate in, so that the teacher group can learn and understand the latest industry trends and technological changes through the activities and keep their knowledge and teaching concepts updated. Secondly, digital teaching training should be integrated into teacher training to help teachers gradually learn how to use digital technology to promote the teaching innovation of Supply Chain Management, and how to integrate cases in teaching, which can not only strengthen

teachers' digital teaching ability but also help to promote the innovation and reform of course teaching.

6. Conclusion

In summary, in the education of higher vocational colleges and universities, the construction of a digital teaching mode of Supply Chain Management course is significant, and it is also the key link to improve the cultivation of talents. The integration of the case teaching method can lead students to analyze and practice the professional knowledge of Supply Chain Management courses around the actual cases, so as to improve the professional level of students and complete the educational task of Supply Chain Management with higher quality. Therefore, based on the case teaching perspective, the paper put forward the countermeasures for the construction of a digital teaching mode of the Supply Chain Management course, which is used for common discussion and exchange.

Disclosure statement

The authors declare no conflict of interest.

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