

Research on Practical Teaching Reform of Logistics Management Major in Vocational Undergraduate Colleges under the OBE Concept

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Abstract: With the rapid development of the social economy and technology, logistics enterprises have gradually undergone digital transformation to adapt to the trends of the era. To meet the demand for logistics management talents in society, logistics management majors in vocational undergraduate colleges have begun to continuously strengthen their teaching staff and teaching quality, establish practical training bases and other reform explorations, aiming to cultivate compound and application-oriented logistics industry talents. This article briefly introduces the connotation of the OBE education concept, analyzes the existing problems in the practical teaching of logistics management major, and proposes some strategies for the reform of practical teaching of logistics management major, for reference only by relevant personnel.

Keywords: OBE concept; Vocational undergraduate colleges; Physical distribution management; Practical teaching

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1. Introduction

Logistics management is a new major developed with the development of Internet shopping, which has the characteristics of multidisciplinary integration, integration of production and education, and internationalization. At the same time, to catch up with the wave of the new era, the logistics industry is also facing industrial upgrading and transformation, and corresponding logistics enterprises have put forward higher requirements for the comprehensive abilities of logistics management graduates. Moreover, with the proposal of the “Opinions on Deepening the Reform of Undergraduate Education and Improving the Quality of Talent Cultivation in a Comprehensive Way,” the emphasis is placed on practical teaching in higher education institutions, pointing out that universities should improve the teaching level of teachers and stimulate students’ learning interest in the process of practical teaching so that practical teaching can truly achieve educational results^[1]. Compared with academic research-oriented undergraduate colleges, vocational undergraduate colleges pay more attention to the practicality and applicability of knowledge and skills, and are committed

to cultivating students' ability to apply and operate the knowledge they have learned, to cultivate students into applied talents. Therefore, actively implementing practical teaching reform has become a key task for logistics management majors in vocational undergraduate colleges. The OBE education concept, which is in line with the practical teaching objectives, has gradually entered people's vision. Under the guidance of the OBE concept, vocational undergraduate colleges can innovate their education models and achieve efficient implementation of practical teaching reforms.

2. The connotation of OBE educational philosophy

The full name of the OBE education concept is "Outcome Based Education," which was proposed and popularized in the American education industry in the 1980s. American education scholar Spatti conducted an in-depth exploration of the OBE education concept in his book "Output Based Education Model: Controversy and Answers" ^[2]. OBE stands for Outcome Based Education, which refers to an educational philosophy that centers on learning outcomes, places students at the center of learning activities, emphasizes continuous improvement, and emphasizes the process and output of educational activities. The OBE educational concept has been widely recognized by the international education community and has become a widely promoted educational teaching concept in China's higher education. It is recognized as an effective way to improve the quality and effectiveness of education and teaching ^[3]. The OBE educational philosophy believes that teachers should have a clear understanding of students' learning outcomes and design a clear teaching system as a guarantee for achieving educational and teaching goals. Taking the OBE educational philosophy as a guiding principle for practical teaching reform, the talent and ability needs of society and enterprises for logistics management positions can be taken as the training objectives for logistics majors. The design of teaching content should be guided by achieving this goal, and the focus should be on cultivating students' practical abilities. This will cultivate high-quality talents that meet the actual needs of enterprise positions.

3. Current problems in practical teaching of logistics management major

3.1. Unclear training objectives

At present, as an emerging major, logistics management has not formed a practical system that is compatible with theoretical teaching in most colleges and universities that set up this major separately ^[4]. There is a lack of clear teaching and training objectives, which makes the teaching content superficial and lacks pertinence and effectiveness. At present, some logistics management majors in universities focus more on basic skills training in practical teaching, neglecting the cultivation of innovation, comprehensive and strategic thinking, overly relying on enterprise cooperation, neglecting independent course design and organization, and the practical teaching system is fragmented, lacking systematicity and coherence, making it difficult for students to fully master the logistics management process and methods, which affects the overall effectiveness of education and students' future competitiveness.

3.2. Lack of effective integration system

The practical teaching of logistics management major includes course design, classroom teaching, practical training, internship exercise, and graduation design ^[5]. Different teaching stages are arranged reasonably and complement each other to build a practical teaching system for logistics management majors that conforms to

the OBE education concept. However, the practical teaching system of logistics management majors in many vocational undergraduate colleges is currently incomplete, with serious disconnection and poor connection between different teaching links, a lack of unified planning, and no clear goals set. This leads to a mismatch between theory and practice, the inability to form a complete knowledge system and framework, and the lack of coherence in the practical teaching process, making it difficult to achieve good teaching results.

3.3. Outdated teaching mode

Practical teaching is the core way for logistics majors to learn professional skills and knowledge, but currently, teaching practice is facing the problem of lagging teaching modes. Teachers often overly adhere to the traditional “knowledge imparting” model, with more theoretical text teaching and scarce practical content in the classroom ^[6]. They do not fully meet the actual needs of students and the requirements of market positions for professional graduates, which suppresses students’ interest in learning. Meanwhile, traditional teaching methods hinder students’ effective internalization of knowledge and weaken their practical abilities. Logistics permeates all aspects of society, covering multiple fields such as services, manufacturing, and distribution. However, many universities have insufficient investment in the practical teaching of logistics majors and do not attach enough importance to cultivating students’ practical abilities, resulting in teaching content that cannot be integrated with regional characteristics and industry trends.

3.4. The assessment method is relatively single

At present, the evaluation and assessment standards for teaching in most universities are based on the final written test scores, regular scores, internship reports, and defense ^[7]. This evaluation method and evaluation criteria are often too single and cannot fully reflect the actual learning situation of students, lacking a comprehensive assessment of students’ overall qualities and abilities. Moreover, the internship supervisor has a strong subjective and personal color, which makes it difficult to make a fair and comprehensive evaluation of students. This evaluation method can no longer meet the requirements for comprehensive evaluation of students in today’s advocacy of quality education and all-round development. Therefore, universities and teachers need to make comprehensive reforms to the assessment and evaluation system, so that students can receive a comprehensive evaluation of themselves.

3.5. The construction of the teaching staff lags behind

Due to the late establishment of logistics management majors in universities, most of the teachers in logistics majors are not from their majors ^[8]. Therefore, there are a series of problems in the teaching of logistics majors, such as weak teaching staff, incomplete teaching teams, incomplete mastery of theoretical knowledge by teachers, and lack of experience in practical teaching. Moreover, in the practical teaching of logistics majors, there are problems such as a lack of teaching content, a single teaching mode, and insufficient teaching depth. In addition, teachers are unable to make accurate judgments on the future development trends of the logistics industry, and cannot provide correct analysis and guidance on the employment of professional graduates, resulting in limited practical operation and application abilities of students. The direction of logistics industry development is separated from the direction of professional talent cultivation, which leads to a mismatch between the teaching content of universities and the actual market job demand, and the inability to achieve the teaching goals set by professional teaching.

4. Reform measures for practical teaching of logistics management majors in application-oriented universities under the OBE concept

4.1. Design practical teaching objectives based on the OBE concept

Based on the OBE concept, the design of practical teaching objectives can follow a reverse logic, focusing on the practical abilities that students need to achieve through practical learning, and using this to construct teaching objectives and enhance students' comprehensive application abilities. In the field of logistics management, the design of teaching objectives needs to be balanced with multiple aspects. Firstly, it needs to be closely related to subject education standards, educational concepts, teaching principles, and professional characteristics. Secondly, it needs to adapt to the changing trends of the logistics industry and the specific requirements of professional positions. To cultivate comprehensive logistics management talents that meet market demand, vocational undergraduate colleges should focus on cultivating students' professional practical abilities, comprehensive application skills, and innovation and entrepreneurship abilities, and build a comprehensive practical teaching system. The practical activities inside and outside the logistics major courses can strengthen students' basic professional skills, enhance their comprehensive application abilities, and enable them to exercise innovative thinking and entrepreneurial abilities in real work environments.

4.2. Establish a model of industry education integration and school-enterprise cooperation for nurturing students

The teaching mode of industry education integration and school-enterprise cooperation is a key way to optimize the quality of practical teaching, and it is an important way for logistics management majors in vocational undergraduate colleges to integrate with the industry market. In the practice of reform, schools and enterprises can carry out deep cooperation to jointly build a collaborative education system. Vocational undergraduate colleges can actively invite senior experts in the logistics field to participate in course design, promoting the close integration of theoretical knowledge and practical operation. Experts in the field can also enter the classroom to simulate real work scenarios for students, enhance their intuitive understanding of logistics operation processes, and build their professional cognition. In addition, off-campus practical activities are also indispensable, and universities can establish long-term cooperation with enterprises to provide internship opportunities for students. Based on practical cases and technical difficulties encountered during internships, companies need to take on the role of mentors and collaborate with on-campus teachers to provide guidance, allowing students to deepen their learning and enhance the effectiveness of practical teaching by solving practical problems^[9-11]. In this way, the comprehensive quality of students is improved, the employment rate of graduates from vocational undergraduate colleges is increased, and enterprises are provided with targeted talents to meet job demands, achieving a win-win situation for students, colleges, and enterprises.

4.3. Establish a diversified evaluation system

Guided by the OBE educational philosophy, logistics management majors should strengthen their attention to students' learning outcomes in practical teaching assessments and establish a multidimensional assessment system. Logistics management teachers can flexibly adopt evaluation methods based on different practical teaching contents to ensure that evaluation runs through the entire teaching process^[12]. Teachers can divide practical courses into several stages, implement targeted assessments after each stage, and provide timely performance feedback to help students identify their weak points in knowledge and adjust their learning strategies accordingly. Teachers can also optimize subsequent teaching plans based on feedback. This

dynamic process assessment can enable teachers to promptly identify students' learning weaknesses and promote the achievement of teaching objectives. In addition, teachers can also introduce evaluations from corporate mentors and conduct student self-evaluation activities to promote the diversification of evaluation subjects. The evaluation of enterprise mentors tends to be from a professional perspective, which can enhance students' awareness of professional competence. Student self-evaluation can deepen their self-understanding and promote self-correction. The evaluation method of multi-party participation is more comprehensive and fair, which can reflect the real effect of practical teaching, stimulate students' enthusiasm for practice, form a positive learning atmosphere, make the practical teaching assessment system of logistics management professionals more scientific and efficient, and help students improve their comprehensive abilities^[13].

4.4. Strengthening the construction of a “dual teacher” teaching staff

Strengthening the construction of the logistics professional teaching staff is the foundation for promoting the sustained prosperity of the logistics management profession. Each university needs to focus on enhancing its attractiveness to teachers, optimizing salaries and benefits, and recruiting talented individuals from across the country, injecting fresh vitality and cutting-edge perspectives into its teaching teams. At the same time, universities should pay attention to the professional growth of their existing teaching staff. They can organize teaching competitions, lectures, evaluations, and other activities among teachers, and invite them to actively participate. They can encourage them to engage in practical training in enterprises and timely carry out group lesson preparation activities. Through this approach, not only can teachers' teaching skills and professional level be improved, but also the deep integration of theory and practice can be promoted, accelerating the cultivation of “dual teacher” teachers. In addition, vocational undergraduate colleges can actively invite experts in the industry to give special lectures to teachers and students, establish academic exchange platforms, regularly hold academic forums and training activities, share the latest industry trends and technological trends, broaden the academic horizons of teachers and students, promote mutual learning and experience sharing among teachers, and create a strong academic atmosphere^[14-15]. Colleges and universities also need to establish a sound teacher assessment mechanism, evaluate the teaching quality of teachers from multiple dimensions such as practical process, goal achievement, and student feedback, ensure the objectivity and comprehensiveness of evaluation, assist teachers in self-improvement and teaching innovation, and lay a solid talent foundation for the long-term development of logistics management majors.

5. Conclusion

Practical teaching is a necessary part of cultivating logistics management professionals in vocational undergraduate colleges. Under the guidance of OBE education philosophy, the fundamental goal of this major is to cultivate comprehensive logistics management talents that meet the needs of the industry. By analyzing the problems in the current process of practical teaching within the profession, the focus of reform can be clarified, and reforms can be carried out from the aspects of teaching objectives, teaching modes, faculty strength, evaluation methods, etc., with students as the center, to provide higher quality practical courses for students majoring in logistics management.

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