

The reform of logistics ERP teaching paradigm based on academic competition

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Abstract

In networked information as well as the big data age, modern enterprise's competitive advantage depends on the degree of enterprise information, however, the information talent shortage of enterprise has become their main problem to enhance the core competitiveness of the market. In this context, for students majoring in logistics management of undergraduate courses, the study of ERP becomes more and more important, which can promote the professional and employment competitiveness of the students. To this end, this paper expounds the reform of logistics ERP teaching paradigm driven by coursework competition, and firstly analyzes the problems existing on logistics ERP teaching in the current undergraduate stage. Then three logistics ERP teaching paradigm reform systems are proposed. The paradigm reform proposed to this paper can help students to learn more interesting and increase their participation. At the same time, it can provide the basis and foundation for the reform of teaching paradigm for similar courses.

Keywords

Academic competition; Logistics; Enterprise Resource Planning (ERP).

1. Introduction

With the continuous development of global information and network technology and application, the enterprise gradually achieves to a modern management mode, which instead of the traditional management mode. The information construction and its management have become a sustainable development and an important means to enhance the core competitiveness, which also provides a great possibility for enterprises to realize low cost expansion. In network information as well as the big data age, the modern enterprise's competitive advantage depends on the degree of enterprise information, however, the information talent shortage of enterprise has become a main problem that weakens the core competitiveness of the market. The enterprise information construction is a strong professional, technical difficulties of high work, it needs not only professional talented person, but to know both information technology and understand the business process and management talents. Therefore, in this context, for students majoring in logistics management of undergraduate courses, the study of ERP becomes particularly important, which can promote the professional and employment competitiveness of the students.

2. Literature References

At present, there are some practices and researches on ERP teaching and competition teaching in college logistics. In logistics professional ERP teaching, Xiao et al.[1] studied and practiced the ERP teaching of college logistics management. This paper mainly discusses three aspects: the ERP teaching mode of college logistics management, the effect analysis of ERP practice teaching and the main problems existing in ERP practice teaching. Ge[2] studied the ERP practical teaching mode of logistics management in higher vocational colleges based on the enterprise demand. A comprehensive practical teaching system of logistics professional ERP is constructed based on the enterprise demand, which is studied and discussed from the aspects of teaching paradigm, teacher

level and teaching material requirements. The paper argued that exploring ERP practice teaching mode must follow the rules of the development of higher vocational education in accordance with the concept of "practical , strong ability ", on the premise of changing ideas and practice teaching reform as the breakthrough point, to strengthen the construction of practice base off as the gripper to perfect the practice teaching management system as the condition, to train high quality applied talents as the goal, constantly improve the practice teaching system in practice. Chen[3] analyzed the ERP practice teaching of logistics management in higher vocational colleges. This paper confirmed that it is necessary to establish the target of the system and strengthen the construction of the ERP system. For example, the arrangement of the teaching plan, the connection with the traditional course content, and the development of the supporting series of courses. Meanwhile, the paper encouraged professional teachers of logistics management to learn and apply ERP software to carry out teaching activities, which can change the practice teaching evaluation system. Furthermore, In the ERP simulation practice teaching process, by conducting a reasonable evaluation of students' practice teaching effect, can test students ' learning situation, improve the students' learning enthusiasm and guarantee the quality of teaching. Shi[4] constructed the practice teaching of higher vocational logistics professional ERP system based on the "double card accommodation , co-operative" model. The article has carried on the building from the following four aspects, ERP practice teaching goal system, practice teaching content system of ERP, ERP system of practical teaching conditions, practice teaching evaluation system. Hu and Hu[5] discussed the problems in the ERP teaching in higher vocational colleges, and believed that the quality of ERP implementation should be improved by the company's scenario training mode. The article points out that the practice is introduced into enterprise real case, not precess step-by-step type cases, undertake to the student group ERP implementation team, and introduce the enterprise ERP personnel guidance, improve the ability of teachers and students at the same time. At the same time, the students ' comprehensive ability evaluation system is established, so that students can realize the gap between their ERP and enterprise needs. Research on teaching in competitive or competitive universities. Guo[6] studied a number of problems with the competition teaching to the ordinary course of the research of teaching in competition or competition. This article pointed out that the competition teaching design should pay attention to the following five problems. Initially, it should be focused on the systematic design of classroom teaching. Second, the cooperation of classroom teaching designs / designed is emphasized. The third is to pay attention to the continuity of classroom teaching design. Fourth, it should be attended to the flexibility of general classroom teaching designed. And the last is that it pays attention to the artistic quality of ordinary classroom teaching design. Yang[7] took the Chinese youth robot competition as an example to practice and think about the teaching of competition. The paper confirmed that competition teaching can achieve the following five beneficial. Initially, it can expand the depth and breadth of knowledge, and further let the learning are handy to promote teaching; Secondly, students can participate in the classroom and promote teaching. Third, it can cultivate independent study, dare to explore the spirit, and promote teaching. Fourth, it can enhance self-confidence, stimulate interest, and promote teaching; Fifth, it enhances practical ability and promote teaching. Zhang[8] integrated application of competition with Office software as an example, and discussed the influence on teaching skills competition. The paper argued that the skills competition reform of teaching method and teaching content reform has a promoting role. Jia[9] discussed the innovation of competition teaching in mechanics teaching , taking the "Zhou Peiyuan college student mechanics competition" as an example. Through the application of the network platform and the competition teaching, this article can realize the innovation of experimental teaching, realize the promotion of teachers 'ability, and improve the teaching reform ability. Meanwhile, the paper confirmed that students 'continuous competitions can stimulate the students 'interests and potential, to cultivate college students' team cooperation consciousness and innovation spirit, to train talents with engineering ability and innovation ability. Therefore, this paper explores a quality education approach which combines the classroom learning and extracurricular practice of college students, so as to improve the teaching efficiency and teaching effect of basic mechanics. Overall, on the one hand, the existing research

mainly concentrated on the higher vocational colleges logistics professional ERP teaching. On the other hand, the main competition type teaching for higher vocational colleges are discussed in the current research literature. These articles mainly discuss and study professional competitions, and have not studied the logistics major in undergraduate colleges. At the same time, the existing researches lack the practice and research on how to combine the specific logistics ERP with the competition teaching methods such as the class competition.

3. Problem analysis and strategy

The following problems are found in the teaching process of logistics ERP in the current undergraduate stage based on the teaching practice and literature review.

(1) The level of learning is uneven.

The study of ERP requires a certain logic ability and computer foundation. Because some students have a high levels and others have relatively low levels, when teachers are teaching, the students with a better foundation think that it is easier to explain the teacher's explanation, while the less basic students need to reduce the difficulty of teaching.

(2) The degree of participation is not high.

It is difficult for teachers to take care of all students when teaching ERP courses. However, the students are slightly distracted, which leads to a lack of cohesion, to a lack of understanding and further to a low degree of participation.

(3) It is not clear that students are learning goals.

This course requires students to grasp the related knowledge of ERP, however, most of the students cannot understand the meaning of setting up this course, they tend to target to pass the exam, but not really master the knowledge.

(4) The teacher has a hard time teaching

In the course of teaching, the traditional way of teaching is the transmission type, the teacher has difficulty in teaching, and the teaching effect is not good.

To logistics ERP course learning, on the one hand, through their competition to mobilize students' learning interest and participation, let the students grasp the learning content of the course of the logistics of ERP, and flexible use. On the other hand, the learning goal should be clear about the study of the project. For example, let the students of high level drive the low level students to study together, change the classroom teaching paradigm of the teacher, make the teaching become interesting and vivid, and improve the teaching quality. Therefore, the following three teaching paradigms are proposed.

(1) The construction of logistics ERP teaching target system.

Comprehensive teaching building ERP system. The purpose is to deepen the understanding of ERP software and relevant knowledge and apply, focuses on cultivating students' ability to analyze and solve practical problems and how to use ERP management means to solve all kinds of complex business issues.

(2) The construction of logistics ERP teaching content system

Practice ability training mode designs logistics ERP application talents. According to the requirement of the logistics ERP application talents training target, deepen the cooperation between colleges and set up outside the campus, the practice teaching platform. The overall planning of ERP practice teaching link and ERP practice teaching content, according to the principle of unit 1, step by step, follow the rules of the spiral progressive training.

(3) The construction of logistics ERP teaching mode and method system

According to the new trend of developing the logistics management professional teaching in, closely combined with the feature of industry, with the rapid development of computer network technology

and ERP management software as an opportunity, in curriculum system reform as the guide. Based on the teaching plan and teaching content reform, as the foothold of the reform of teaching methods of comprehensive logistics ERP competition type teaching pattern reform, create and implement the "whereas" teaching mode, is driven with academic competition, build logistics ERP course teaching method system.

In terms of methodology, based on the academic competition driven logistics reform of ERP teaching paradigm. The proposed method of observation, practice teaching method, statistical analysis, AHP analytic hierarchy process (AHP), contrast method, etc. be studied. By observing the students' learning situation, investigation into the students' learning master degree, statistical students take their learning effect after competition type teaching method. After analyzing the data, and by using this method, comparing the study before the conclusion. Enhance students' learning interest in ERP course of logistics, improve the students' subjective initiative learning, improve students' mastery of knowledge, improve employment competitiveness, promote students cultivates correctly ability and the team cooperation consciousness, improve the comprehensive ability.

4. Conclusion

This paper driven logistics ERP teaching pattern reform based on the academic competition. On the one hand, the advantage of competition types teaching, break with the traditional shows ERP course obstacle, make students' learning to interest, enhance participation. On the other hand, this article will research position in university logistics professional, specific to logistics ERP course at the same time, strong pertinence, actually have more use value. The results can offer similar courses after the basis and foundation of the reform of teaching paradigm.

Acknowledgements

This work is supported by Doctor Project of Chongqing Social Sciences (Grant No.2016BS032), National Natural Science Foundation of China (Grant No. 71702015), Project of Chongqing Municipality Education Commission (Grant No. KJ201600839144), Chongqing Commission of Science and Technology Research Projects (Grant No. KJ1706165), Chongqing Engineering Research Center for Processing, Storage and Transportation of Characterized Agro-Products (Grant No. KFJJ2016026)

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