Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 3, No. 1, 2023

Construction ideas for supply chain management major under the background of new liberal arts education

Yingying Ren*

Wuhan College, Wuhan 430000, China

* **Corresponding author Email:** 1214483941@qq.com

Abstract: In response to the problem of a lack of high-level supply chain management professionals, under the background of new liberal arts education, this article takes the construction of the supply chain management major at Wuhan Institute of Technology as an example. It explores the talent cultivation system for supply chain management professionals from seven aspects: talent cultivation mode construction, teaching content and characteristic course system construction, textbook construction and teaching method reform, practical teaching system construction, faculty construction, teaching quality assurance system construction, and reform evaluation system construction. Through the exploration of professional teaching in teaching practice, relevant references can be provided for the cultivation of supply chain management professionals.

Keywords: New liberal arts education; Supply chain management; Professional characteristics.

1. Introduction

The 19th National Congress of the Communist Party of China proposed to "accelerate the construction of first-class universities and first-class undergraduate education, and achieve the connotative development of higher education". In February 2019, the Central Committee of the Communist Party of China and the State Council issued "China's Education Modernization 2035", proposing to enhance the competitiveness of higher education, and in April 2019, 13 departments including the Ministry of Education jointly launched the "Six Excellence One Top" 2.0 plan to advance the construction of "new engineering, new agriculture, new medicine, and new liberal arts", and launched the "Double-First Class" undergraduate program and the "Double-First Class" undergraduate course program. The construction of new liberal arts education aims to solve the shortcomings in Chinese liberal arts education, improve the unreasonable structure of higher education in China, and propose new requirements for the cultivation of compound and innovative talents [1].

In the context of the construction of new liberal arts and the goal of becoming a strong logistics country, the supply chain management major, which belongs to the category of applied liberal arts, must conform to the needs of the times, highlight its professional characteristics, integrate interdisciplinary majors, conform to the characteristics of the times, comply with national development strategic goals, and clarify the construction features and specific positioning of the supply chain management major. It is essential to cultivate composite innovative talents with practical abilities, innovative consciousness, development potential and basic learning ability, so as to meet the requirements of practical work, and address the shortage of talents in the supply chain management field. This paper explores and practices the construction of the supply chain management major under the background of new liberal arts construction, taking Wuhan College as an example.

2. Connotation of Supply Chain Management Major under the Background of New Liberal Arts

The construction of new liberal arts adheres to the principle of cultivating people with ethics, and promotes the deep integration of multiple disciplines through cross-disciplinary integration, inheritance and innovation, collaboration and sharing, and shifts from discipline-oriented to demand-oriented [2]. The supply chain management major at Wuhan College is characterized by school-enterprise joint training, aiming to cultivate supply chain management professionals who are adaptable to national modernization construction. Based on the positioning of applied talent cultivation and facing talent demand in the Wuhan region, the major has constructed a core knowledge curriculum system that combines practice and theory in supply chain management, operation management, procurement management, and supply chain cost analysis, and aims to cultivate composite and applied specialized management talents with expertise in economics, management, accounting, operations, marketing, and information technology services for supply chain resource planning, collaborative operation management, and information technology services in various organizations [3].

3. Innovative Exploration of Talent Cultivation System for Supply Chain Management Major under the Background of New Liberal Arts

The construction of new liberal arts is not a change in the essence of education, but rather puts forward new requirements for talent cultivation [4]. When setting up the talent cultivation system for the supply chain management major, Wuhan College closely integrates with the school's educational positioning, constantly updates talent cultivation plans, and builds the unique disciplinary characteristics and strengths of the major. Wuhan College has established a "whole-staff, whole-process, and all-around" talent cultivation system for the supply chain management major,

covering the construction of professional objectives, talent cultivation modes, teaching processes, and teaching evaluations.

(1) The Construction Objectives of Supply Chain Management Major under the Background of New Liberal Arts

The overall objective of building the supply chain management major is to develop it into a feature major that excels in talent cultivation models, high-quality teaching, and strong regional economic service capabilities. The curriculum setting of the supply chain management major at Wuhan College meets the development needs of the current era and constantly updates the cultivation plans. Information technology is integrated into the supply chain management curriculum to provide students with comprehensive interdisciplinary learning. In addition, a series of disciplinary construction work has been carried out actively around the characteristic construction of the supply chain management major. Reforms have been made in the aspects of the existing curriculum system, teaching modes, teaching methods, textbook systems, and teaching staff for the supply chain management teaching, achieving a series of results.

(2) Construction of Talent Cultivation Model

With the rapid development of smart logistics and supply chains, new requirements are being raised for the professional knowledge, skills, and qualities of supply chain management talents. Therefore, Wuhan College should focus on innovation in the construction of the supply chain management major, attach importance to the integration of information technology and supply chain management information, and develop a multi-participation model for the construction of the supply chain management major that involves the school, enterprises, government organizations, and industry associations, with collaborative school-enterprise training as the main approach. We will construct a multi-level talent cultivation system for smart supply chain management to train talents that can meet social needs.

(3) Construction of Teaching Content and Feature Curriculum System

Regarding teaching content, according to the full-cycle training plan, the curriculum system is divided into four modules: professional cognition, operation management, JD Smart Supply Chain, and smart supply chain planning and coordination. In terms of specific course design, the "2+X" mode is adopted, "2" referring to completing the professional cognition module in the first and second years, including general courses, subject-based foundational courses, and professional foundational courses, to solidify professional foundations. "X" refers to starting from the third year, according to the job skill requirements, students are trained in three directions, including supply chain finance module, supply chain planning and design module, and supply chain information management module. Students choose corresponding elective modules based on their interests and employment intentions after finishing the required modules' credits, participate in enterprise practices, complete graduation theses, or designs to meet graduation requirements.

Explore the construction of industry participation in feature course groups. In the supply chain professional curriculum construction, the "Supply Chain Strategic Management" course is selected for piloting. The teaching syllabus is jointly designed with JD's corporate executives, real cases are introduced, and professional teachers and corporate executives co-teach the course. The aim is to help students understand the direction of industry development and think about their future career development plans.

(4) Curriculum Development and Teaching Method Reform

In terms of curriculum development, we continue to promote the development of a series of textbooks to improve the level of curriculum construction and enhance the professional influence. Based on the concept of border less learning in "scenes", and the gradual maturity of information technology in education, we are building a diverse textbook system that includes both textbooks and other electronic resources, with unique features.

Innovative classroom teaching methods are adopted to cater to the characteristics of supply chain talent, which includes applicability, comprehensiveness, innovation, and exploratory nature. Project-based teaching is adopted to guide students in exploring complex and real-world problems faced by enterprises. Through carefully designing project implementation plans and project tasks, flexible teaching methods such as "results-oriented" teaching and "project introduction + task-driven" teaching are used to achieve the transformation of knowledge, self-construction, and comprehensive application.

Reform of course teaching methods. MOOCs, micro-classes, flipped classrooms and other teaching methods are introduced into the traditional classroom. With the construction of "Excellent Courses" as the starting point, teaching methods are reformed, and distinctive blended course standards are explored in accordance with the talent training positioning of Wuhan Institute of Technology. In accordance with the requirements of the "Five First-Class", a number of Excellent Course construction plans are formulated for this major, and steady progress is made in their implementation. In addition, an itinerary-based assessment method is adopted, and the teaching process is organized around class discussions, case analyses, course papers, project results, professional competitions, and other aspects.

(5) Construction of Practical Teaching System

The construction of the practical teaching system includes two aspects. The first is laboratory construction. By building laboratory teaching resource sharing network platforms through self-construction and school-enterprise collaboration, laboratory teaching can be achieved through networked, informational, and digitized management. In terms of experimental content construction, comprehensive, design-based, and innovative experimental projects and content are developed based on the training needs of the supply chain management major. The number of demonstration experimental projects is reduced to strengthen the cultivation of students' experimental ability, design planning ability, decision-making innovation ability. The second is the construction of internship bases. Further expanding the functions of internship and practical training bases, we aim to establish deep cooperation with enterprises in talent training, "dual-teacher" teacher training, topic research, social services, and other aspects. We have established a teacher mobility station and a school-enterprise joint training base in JD.com, providing a platform for teachers and students to enter corporate practice.

Regarding the reconstruction of educational resources, we aim to break down the barriers between curriculum ideology and practical bases, making course ideology practical and professional teaching practical, and enhancing the quality of talent cultivation. Firstly, through practical courses and social

practice activities in the second classroom, we consciously cultivate students' qualities of loving labor. Secondly, we carry out innovation and entrepreneurship education, aiming to cultivate innovative and entrepreneurial ideas and abilities. Thirdly, we improve the level of professional competitions, focusing on organizing students to participate in high-level supply chain competitions. Through the organization of competitions, teaching is promoted, and teachers explore new teaching models and methods while guiding competitions, continuously improving teaching content.

(6) Faculty Construction

The faculty team of the Supply Chain Management major adheres to a combination of internal cultivation and external introduction, continuously optimizing the structure of the faculty team, increasing the introduction of high-educated and high-titled teachers, and encouraging teachers to participate in practical training in enterprises, and improving the proportion of "dual-skilled" teachers. We strive to cultivate a teacher team with high moral standards, good structure, strong professional skills, and outstanding abilities. In teacher training, we encourage teachers to participate in industry training courses, arrange reasonable schedules for teachers to enter the JD.com Enterprise Teachers Mobility Station, and enhance the ability of social service.

(7) Reform and Evaluation System Construction

The construction of the evaluation system includes two aspects. First, changing the traditional assessment method with an international advanced Outcome-Based Education (OBE) and Continuous Assessment to encourage teachers to design course learning outcome evaluations independently, scientifically and in multiple forms based on the professional full-cycle training plan. Instead of traditional single exam methods, the Continuous Assessment mode is utilized, reassigning the weight of student learning process and final assessment results and providing the final assessment results [5]. Second, encouraging students to obtain credit through certificate acquisition instead of exams. Professional competition certificates and relevant vocational certificates that students obtain can replace exams for credits. Participation in competitions improves students' abilities to learn independently, promotes overall enthusiasm in professional studies, and teachers also gain rich experience in competition guidance.

4. Characteristic Curriculum Construction under the Background of New Liberal Arts

Combining Wuhan College's educational characteristics, the demand for regional economic development in Hubei, and the school's advantages, the Supply Chain Management major relies on the e-commerce industry for characteristic curriculum construction, creating three unique teaching modules: Supply Chain Data Analysis, Logistics Operations, and JD.com Supply Chain.

Strengthening school-enterprise cooperation for further advancement in nurturing students is an important aspect. The scope of productive academic-research cooperation with JD.com Group must be expanded, optimizing talent training programs through curriculum design, practical teaching, and specific teaching modules. The JD.com Characteristic Class has been established, including a Flow Station for Business Teachers. While emphasizing the mastery of foundation theoretical knowledge in supply chain management, business skills, practical knowledge application, and innovation capabilities are all emphasized. An innovative talent training model that encourages school-enterprise collaboration has been established.

In terms of specialty program construction, given the characteristics of supply chain management talent demands in the context of the new liberal arts background, supply chain data analysis-related courses have been introduced into daily teaching. Through information technology-enabled innovative classroom teaching reform, an interdisciplinary course system has been constructed to support comprehensive innovative talent training.

We are promoting the construction of the JD.com supply chain management teaching module by incorporating the training contents of JD. com's management practices into the supply chain management curriculum. We have deeply integrated professional and theoretical courses and, after students have completed all professional courses and established a framework of supply chain management knowledge, we have assigned a comprehensive practical project where they can comprehensively apply their learned professional theory and practical knowledge.

5. Conclusion

Wuhan College's supply chain management major has conducted a practical analysis of talent cultivation from the demand for supply chain management talents, innovative exploration of talent training systems, and the construction of distinctive professional courses, providing reference methods for the cultivation of high-quality supply chain talents. However, there still exist some problems in the talent cultivation of the supply chain management major, such as inconsistent cultivation objectives and unreasonable curriculum settings. Based on the background of new liberal arts, it is necessary to explore the theory and practice of the construction of the supply chain management major and meet the challenges of the new era.

References

[1] Maoping Liu . Research on the Ability System and Training Mode of Applied Undergraduate Financial Talents in the Background of New Liberal Arts Construction [J]. China Modern Education Equipment, 2023, No. 403 (03): 93-95 + 99.

[2] Mingyu Wang, Tao Zhang . Construction of "New Liberal Arts" in Universities: Concepts and Actions [N]. China Social Sciences News, 2019-03-21 (004).

[3] Guolong Chen, Suchuan Lin . Deepening the "Four-Pronged Comprehensive" Transformation and Building an Application-Oriented Higher Education System[J]. China Higher Education, 2017, No.596(22): 36-39.

[4] Liming Fan, Canming Yang ,Xiao Ma , et al. The Connotation and Development Path of New Liberal Arts Construction (Essay) [J]. Chinese Higher Education Research, 2019, No.314(10): 10-13.

[5] Xin Tong, Jilin Zhang. Research and Practice on the Construction of New Liberal Arts in Local Applied Undergraduate Colleges[J]. Journal of National Academy of Education Administration, 2021, No.279(03): 42-47+57.