

# Reform and Practice Exploration of Blending Teaching Based on the Course of "International Trade Practice"

Liping Guo

School of Economics and Management, Zhongyuan University of Technology, Henan Zhengzhou 450007, China.

Email: glping2000@163.com

Fund Project: Henan Province Education and Science "Thirteenth Five-Year Plan" 2019 Annual Project: Practice and Exploration of Henan First-Class Undergraduate Education ([2019]-JKGHYB-0090). Zhongyuan University of Technology 2019 School-level Teaching Reform Research and Practice Project: on the blending teaching reform and practice exploration of "International Trade Practice".

---

**Abstract:** In the Internet era, learning information has two obvious characteristics of information overload and fragmentation. Blending teaching highlights the organic integration of online and offline teachings, which can complement the advantages of information education and traditional education. Blending teaching is an organic fusion of traditional teaching and modern teaching tools, and an important direction of modern education reform. Based on exploring the characteristics of blending teaching and the feasibility of applying it to the course of "International Trade Practice", this paper explores how to conduct blending teaching in the course of "International Trade Practice" from the aspects of instructional design, teaching implementation, and curriculum evaluation. Reform and practice, and explore how to ensure the effectiveness of the blending teaching of "International Trade Practice" from the aspects of platform construction and offline teaching.

**Keywords:** Blending Teaching; International Trade Practice; Reform and Practice

---

Blending learning is an organic fusion of online education and traditional offline classroom teaching. It is a more flexible and changeable modern teaching paradigm. Online teaching continues to expand, especially in 2020 because of the spread of new coronary pneumonia across the country. The Ministry of Education proposed to suspend classes without stopping, and actively advocate all schools carry out online teaching activities. Therefore, online teaching has received more attention and application, and the blending teaching model will also be more widely recognized and valued. Giving full play to the respective advantages of online teaching and traditional teaching, scientifically and effectively designing and implementing blending teaching can maximize the advantages of multiple teaching methods and complete better and more accurate teaching quality and goals. The course "International Trade Practice" includes knowledge points such as trade terminology, trade process, commodity price measurement, and international settlement methods. It is a core course for international economic and trade-related majors. It is very manipulative, with many theories and knowledge points needed explanation. Traditionally, the teaching mode is relatively boring, therefore, the use of the blending teaching mode enhances the interest of college students. Using the blending teaching technology to carry out "International Trade Practice" teaching and exploring the "International Trade Practice" blending teaching reform path can provide a scientific basis for the reform of college teaching content and curriculum system, to help international trade professionals to train international talents.

---

Copyright© 2020 Liping Guo

doi: 10.18686/ahe.v4i5.2220

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

# 1. The characteristics of blending teaching and the feasibility of applying it to the course of "International Trade Practice"

## 1.1 Characteristics of blending teaching

(1) Blending teaching has the basic characteristics of modern teaching, mainly reflected in the students' high learning flexibility and diversified teaching tools. Blending teaching advocates flipping classrooms, online preview before class, focused question-answering in class, and online work after class. In the pre-lesson session, students can preview their knowledge through the online platform to master the knowledge structure and some key points of the new lesson, so that students can follow the teaching progress more flexibly in the classroom. In the classroom, teachers can focus on solving the difficulties and key points raised by students. After class online learning, students mostly review and consolidate knowledge through micro-classes and online group discussions. Interaction and communication also promote the improvement of learning efficiency.

(2) The offline teaching of blending teaching is different from the traditional classroom in the past. In blending offline teaching, teachers no longer dominate teaching, a dual-drive model of teacher guide students' independent practice. By self-studying online after class, students can devote more energy and time on knowledge application, basic skills, and creative activities, and actively conduct in-depth self-reflection. Teachers can get a better understanding of students' learning psychology and various problems in the previous teaching through continuous and in-depth blending teaching practice, which has positive significance for teachers' feedback and encouragement for further teaching reform practice. In addition, blending teaching can better meet the individual interests and development needs of students.

## 1.2 Feasibility of blending teaching reform in "International Trade Practice"

First of all, the course "International Trade Practice" makes full use of the blending teaching method, which can better achieve the training goal of the international trade major and improve the teaching effect.

Secondly, "International Trade Practice" has favorable conditions for carrying out blending teaching. "International Trade Practice" pays more attention to practical operation ability, and the implementation of the hybrid teaching model can organically combine theory and practice to solve problems that are difficult for students to understand. For example, in the online interaction between teachers and students, teachers arrange related practical tasks, and students perform trade business orders and other operations according to relevant contract information, which can improve students' business capabilities and enable them to master knowledge well before work. This will help students to solve related import and export issues, and be familiar with the trade declaration website, declaration process, business negotiation, verification and tax declaration, and other knowledge.

# 2. Exploration of blending teaching practice based on the course of "International Trade Practice"

For blending teaching practice, we design online teaching tasks based on the characteristics of the course "International Trade Practice". Teachers first distribute trade tasks to students, such as completing an import/export copy; then, combined with online teaching and online platforms, they guide students to conduct practical exercises through information release, contract signing, purchase, price calculation, customs declaration, and foreign exchange settlement make students complete the whole process of operating independently. After the course or activity ends, teachers guide students to conduct multiple learning reflections and teaching evaluations. Based on this, this course explores blending teaching practices through the following process.

## 2.1 Overall analysis before instructional design

(1) Analyze the course objectives. For example, in the teaching of the documentary system module, the basic goals of understanding the types and usages of documents and the practical goals of document production and review should be formulated; in addition, students should be trained to have good business attitudes and teamwork skills.

(2) Analyze the course content. Taking the production order review task as an example, the content includes incoming document follow-up, production follow-up, transportation follow-up, etc., as well as the content of document production and review under different settlements, including production orders, order review, and document verification, calculation, etc. The integrated content is the focus of the course, and more than six class hours should be arranged.

(3) Analysis of academic base. The trade practice course is based on the contents of "Western Economics" and "International Trade Theory", which is generally offered in the fourth semester. Combined with the characteristics of this course, we should focus on improving the integrity and enjoyment of teaching content.

## **2.2 Preliminary exploration of teaching concepts and methods**

(1) Optimize the teaching concept. Many practical exercises in this course are conducted with task modules, so auxiliary methods such as scene presetting and case teaching need to be applied in blending teaching. The school can extract high-quality, real-world trade cases from cooperative enterprises to create practical situations such as system orders, stimulate students' interest in games and other forms of teaching, and help students internalize theoretical knowledge in the learning process.

(2) The informatization teaching method is the main method in the online teaching stage. Online teaching should also make full use of information resources and equipment to improve teaching efficiency and interest. For example, the Simtrade software platform is used for practical teaching to carry out the simulation, so that students can master their skills in an open and real situation.

## **2.3 Design and implementation of teaching content**

### **2.3.1 Pre-course tutorial**

Before the start of the course, design each link reasonably according to the content:

(1) WeChat group, QQ group and other resources will be used to transferred reasonable preview tasks one week before the class. Students will initially master the knowledge of document production and review.

(3) 2-3 days before the class, the teacher passes the simulation trade case, the student learns the case and explores the problem of making documents online, the teacher answers the question online, and collects the students' difficult tasks as the focus of classroom teaching.

### **2.3.2 Class implementation**

In the first stage, sort out and systematically explain the new class knowledge, and elaborate on the learning materials and related basic knowledge used in the pre-class preview, and sort out the doubtful questions based on the pre-class feedback.

The second stage is to carry out simulations for difficult problems, import task situations, guide students to carry out task exploration, remind students of the precautions and points in the problem according to the progress of students, and help them improve the performance in practical exercises.

In the third stage, group discussion and summary, students can discuss their own simulation results and processes within the group, then share and discuss in the class, during which teachers and other students can freely comment and supplement. Finally, the teacher will guide students to summarize key points, difficulties, and every practical link.

## **2.4 After-class promotion and evaluation**

Post-class online tasks, such as asking students to draw a mind map of this class to sort out and consolidate their knowledge structure. Secondly, teachers communicate with students online to carry out teaching evaluations such as teacher grading, student self-evaluation and mutual evaluation, and use the practical operation platform to develop a platform point assessment system to help students adjust their learning plans scientifically. In addition, teachers should actively implement teaching according to aptitude, formulate a personalized improvement plan, and share relevant auxiliary materials.

## **3. Strategies to enhance the effectiveness of blending teaching in the course "International Trade Practice"**

### **3.1 Build course information exchange and push platform**

The WeChat public account and WeChat group are the dating and information reference platforms frequently used by contemporary young people. Blending teaching will inevitably require frequent online communication and the release of electronic information. Teachers and students can communicate and interact through WeChat groups. Teachers can also use the WeChat public account to set up a reasonable information library and publish the corresponding teaching resources. Such as the construction of course content, course list, teaching interaction and other links, there are multiple sub-links such as information retrieval, course review, course tasks, and friend interaction to facilitate students to communicate with teachers and students, and accurately obtain course information. For example, course tasks are published according to time to formulate learning tasks, and links to course content such as micro-videos, PPTs, and pictures are added to the page to help students quickly obtain high-quality learning resources related to the tasks. In the WeChat group, teachers remind students in different stages to prepare and review at different stages in real-time, communicate with students, answer their questions, and send teaching evaluation links to enable students to participate in teaching evaluation online.

### **3.2 Building a course learning resource library**

There are many teaching resources on the Internet, but the forms are diverse, so some seemingly high-quality resources may

not be suitable for the learning habits of class students, and the teaching effect is difficult to guarantee. Therefore, in the process of carrying out blending teaching practice and building an information platform, teachers should actively communicate with students, find a resource form that is more suitable for student learning to systematically build a curriculum resource library, and provide students with network disks, platforms, etc. high-quality and rich learning resources.

### 3.3 Strengthen the stage of online internalization and consolidation of students

Online learning has high requirements for students' autonomy, learning habits, and self-discipline. To help students strengthen the effectiveness of internalization and consolidation of online knowledge, teachers should actively communicate with students through communication platforms such as WeChat group and QQ group to obtain students' real-time and comprehensive learning dynamics, and form a scientific communication and guidance system, such as collecting students' problems in class to solve common problems, discussing personal learning problems with students, and using problem-oriented to provide students with key directions of preview and inquiry. Online testing can be properly conducted, using electronic questionnaires to collect information in real-time, automatically give scores, and then quickly give students targeted learning suggestions.

## 4. Conclusion

The course "International Trade Practice" is of great significance for training modern international trade talents. However, international trade in the Internet era has high requirements for the ability to practice and operate talent networks. This paper takes the teaching modules such as Order Making and Reviewing as examples to study how to use blending teaching to carry out teaching practice activities and ensure the effectiveness of the teaching model. This research hopes to provide a valuable reference for promoting the reform of the teaching content and curriculum system of "International Trade Practice" and exploring the evolution of the hybrid education model combining online education with traditional education.

## References

---

1. Bai H, Hao J. Research of the application of WeChat public platform in the field of college education. *China Education Informatization* 2013; (4): 78-81.
2. Zhu J. The application of informatization teaching in the practical courses of international trade in vocational colleges. *Journal of Nanchang College of Education* 2018; (2): 44-48.
3. Chen H, Cheng W, Zhang Z, et al. Exploration and practice of blending teaching reform in the course of "International Trade Practice". *Economics* 2018; (2): 181-185.
4. Feng R. Evaluation and analysis of the effect of blending teaching in the course of "International Trade Practice". *Teaching and Research* 2018; (39): 218-224.
5. Tian Q, Hu Y. Discussion on the practice of blending teaching variety art model in vocational colleges——Taking the course of "International Trade Practice" as an example. *Journal of Zhejiang Textile and Clothing Vocational and Technical College* 2019; (4): 99-106.
6. Guo L. Practice and exploration of building a blending teaching model of MOOC based on WeChat public platform. *Adult Education* 2018; (7): 40-43.
7. Wang P. Analysis of support functions and design principles of WeChat mobile learning. *Distance Education Journal* 2013; (6): 34-41.
8. Liu K, He G. Practical research of blending learning based on WeChat public account in bilingual teaching——Taking the course of "International Trade Practice" as an example. *Journal of Guangdong Open University* 2019; (3): 91-95.