

# Teaching Design of “Foreign Trade Specialty’s Basic Curriculum” Based on Hybrid Teaching Model—Taking “Import Declaration of Goods” as an Example

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**Abstract:** The hybrid teaching mode of "online" + "offline" is becoming the new norm in higher education institutions, giving full play to the advantages of online resources and traditional teaching, using various advanced technological means to implement teaching, changing the traditional teaching mode, guiding guiding students to deeper learning. The "Import Declaration of Goods" in the course of "Customs Declaration Practice" is an example to illustrate the teaching design of a foreign trade course based on online and offline hybrid teaching. The teaching design fully embodies the "student-centred" teaching principle, incorporates elements of the course's thinking and politics, combines task-based and role-playing teaching methods, and is supported by information approach, effectively promoting students' deep learning and achieving a comprehensive training of students' knowledge, ability and literacy.

**Keywords:** Hybrid Teaching Mode; Import Declaration; Student-Centred; Information Approach

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## 1. Introduction

Customs Declaration Practice is a comprehensive applied discipline closely integrating theory and practice, which is a basic course for foreign trade specialty. The task of this course is to implement the national education policy, adhere to the principle of cultivating people by virtue and combining morality and technical ability, cultivate students' good professional quality, strengthen their professional competence to engage in customs declaration and related work, and cultivate high-quality foreign trade talented person with technical skills. The main content of this teaching design is to enable students to accurately master various laws, the country's regulatory measures and on foreign trade; Customs management system for customs declaration activities and relevant persons; in the early and post management of customs clearance operations and related activities; Fill in all types of customs declaration documents accurately and correctly, thus improving students' knowledge level and practical skills. Be able to comprehensively use customs declaration knowledge to carry out work, and lay a foundation for engaging in international trade, customs declaration, inspection application and other work and further scientific research.

The course of Customs Declaration Practice is very informative, theoretical and logical. In the traditional classroom teaching, teachers pay too much attention to the teaching of theoretical knowledge without focusing on practice, and students learn passively. This teaching design is based on the key knowledge point "Import Declaration of Goods". Integrating information approach with teaching and enabling students from "Learning by Sitting" to "Learning by Doing".

## 2. Teaching analysis

### 2.1 Teaching content

This course is based on the content of the textbook "Customs Declaration Practice Project-based Tutorial", which was prepared in collaboration with the university and enterprises. At the same time, the teaching content is determined to be handling the import declaration of goods in combination with the enterprise's "Customs Declaration Service Operation Specifications" and the customs declaration professional level test.

## **2.2 Students' situation analysis**

The teaching objects are sophomores majoring in international trade practice. They have studied such basic international trade courses as International Trade Theory and Policy, International Trade Practice, Business English Correspondence, Foreign Trade Document Practice, etc. They have obvious advantages in the use of mobile phone software, computer operation, etc. They are willing to try new things and share them; However, in the study of foreign trade knowledge, due to the weak professional foundation, they have never entered the workplace. It is difficult to understand the boring and abstract customs declaration knowledge. Therefore, it is suitable to make up for the lack of theoretical knowledge learning through information teaching, using the advantages of students' personality and skills.

## **2.3 Teaching objectives**

Effective teaching requires teachers to grasp the goal accurately. The knowledge objectives of this teaching are to understand the basic concepts of declaration place, documents and process; master the declaration deadline and exceptions of imported goods; master the specific steps of declaration of imported goods. The skill objectives are to be able to judge whether the import list has delayed declaration and calculate the delayed declaration fee; documents can be approved according to specific business conditions; be able to identify the declaration process of imported goods. The quality objectives are to cultivate the ability of teamwork; cultivate honest and trustworthy customs declaration service consciousness; cultivate students' rigorous and meticulous working attitude. The teaching objectives are designed with four levels of completion. This teaching is based on knowledge objectives, with skills objectives as the core, and literacy objectives as the key, to achieve the progressive progress of knowing, doing and believing.

## **2.4 Highlights and difficulties**

The teaching focus is on the declaration period and the documents required for declaration. In view of the complexity of customs declaration, the declaration steps and the key points of each link are the teaching difficulties.

## **3. Teaching strategies**

### **3.1 Teaching thought**

Creating specific teaching situations, lead by real work tasks in enterprises, combine with students' favourite entertainment methods to select the "best student" and "excellent team", use inspiring language and behaviour to make students participate as teaching subjects, and create a "content-rich, good experience and controllable process" classroom.

### **3.2 Teacher team**

The lesson preparation team is composed of professional teachers, customs declaration industry experts and former graduates(See Figure2). Many teachers promote learning, making the classroom more authentic and professional. Among the professional teachers in the school, the proportion of double qualified teachers has reached 100%, all of them have obtained relevant professional qualification certificates, and have rich teaching experience and enterprise practice experience; All part-time teachers are business backbones of the enterprise industry.

### **3.3 Information approach**

Changing the teaching environment and teaching methods with various hardware such as online classrooms, mobile terminals, artificial intelligence assistants, holographic projection, and develop personalized learning resources and tools with various software such as cloud classes, Flash games, simulation training software, and virtual reality technology. At the

same time, a cloud based course learning platform is set up, and a special module for application is set up to facilitate the browsing and summary of information.

### 3.4 Teaching method

This course adopts a variety of teaching methods, such as task driven teaching method, heuristic teaching method, role playing method, etc., and guides students to learn independently, cooperatively, and inquiry by means of information technology.

## 4. Teaching Implementation

### 4.1 Before-class stage

Before class, the teacher regularly sends out articles via the mobile platform to keep students abreast of basic concepts and the latest policies. The message function helps teachers and students communicate in a timely manner. Students watch the micro-lesson videos and work in learning groups to simulate setting up their own customs brokerage business and role play. Combine pre-study content, complete online tests on theoretical knowledge and pre-study practical training task sheets.

### 4.2 During-course stage

The during-course stage is divided into five sessions(See Figure1).

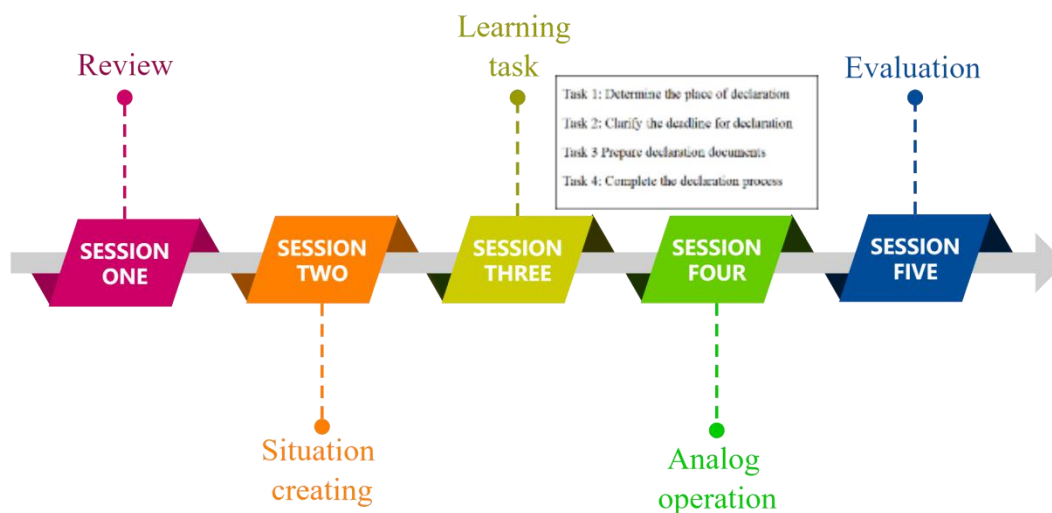


Figure 1. During-course stage

#### 4.2.1 Review

Students use the touch-screen computers to complete the breakout game independently to review the relevant knowledge of the five categories of goods under customs supervision, laying the foundation for the learning of this lesson. The software will grade and rank students according to their completion moments and accuracy rates.

#### 4.2.2 Situation creating

Introduce the case of a foreign trade company commissioning a customs broker to make a declaration. The demonstration group imitated the established customs declaration enterprises before the class and accepted the declaration

transactions of foreign trade companies as custom declarants. Students check their email for valid information about the transaction and complete the relevant parts of the practical training task sheet.

### **4.2.3 Task of learning new knowledge**

The teacher plays the animation of import and export declaration, and decomposes the declaration of foreign trade company business according to the animation content. The teachers and students discussed together and finally divided the import declaration into four tasks, namely, determining the declaration place, specifying the declaration period, preparing the declaration documents and completing the declaration process.

Task 1: Determine the place of declaration

Through the shake-shake interactive question and answer function in the cloud class, select the application site PPT prepared by students before the class report. Introduce the special situation of the declaration place, customs transit transportation, so that students can get a more intuitive feeling from all directions and multiple angles, so as to determine the declaration place of this batch of goods.

Task 2: Clarify the deadline for declaration

The teacher explained the exception handling of the declaration period. Through the real-time discussion function of the cloud class platform, the cloud shared the calculation process and results of all students, monitored them in real time, and extracted typical works for analysis, so that students could understand the deadline for declaration and how to calculate the late fees generated, and students could summarize the precautions for late fees according to the problems in the calculation process. So as to break through the teaching focus.

Task 3 Prepare declaration documents

The online test enables students to identify different declaration documents. The self-developed interactive game helps students complete the correct classification of declaration documents. Consolidate key knowledge.

Task 4: Complete the declaration process

Before the class, we will push the micro video of the declaration steps and require the role play exercise in groups. In the class, we will show the whole process of one group's performance through the mobile phone projection screen, invite other group students to participate in the evaluation, and use interactive games to sort the declaration steps, so as to break through the teaching difficulty of the declaration process.

### **4.2.4 Analog operation**

Log in to the customs declaration virtual simulation training software to simulate the declaration of imported goods and complete the training tasks assigned by teachers. The software will automatically record the teaching results and give feedback in a timely manner, and the teacher will guide students according to their operation.

### **4.2.5 Evaluation**

The group presents the completion of comprehensive training, and the teacher gives guidance and comments; Guide students to sum up their experience and organize students to evaluate each other. Analyze the problems in the customs declaration form in the task, and connect the enterprise experts outside the school to carry out vocational education for students. Through the accumulated scores of the experience value of the cloud class, the customs declaration experts and excellent teams of this class will be selected.

## **5. Reflection on teaching**

### **5.1 Featured Innovations**

#### **5.1.1 Interactive learning and integration of theory and practice**

Make rational use of various information means, take the online platform as the main axis, so that teaching activities run through before, during and after class, and realize real-time interaction between teachers and students; Relying on artificial intelligence assistant, we can answer students' questions at any time and obtain accurate data of learning trajectory; At the same time, combining holographic projection, virtual reality technology, simulation training software, etc., an O2O online and offline hybrid classroom integrating theory and practice has been built.

### **5.1.2 Taking life as the foundation and combining knowledge with practice**

The whole learning process reflects the concept of "student-centered and teacher-led". To build a "student based" classroom, from the perspective of learning atmosphere, submitted brainstorming and test results, students' attention and participation in the classroom have been improved.

### **5.1.3 "Six in one" evaluation system, real-time evaluation**

The "six in one" evaluation system is adopted, including teacher scoring, student mutual evaluation, platform integral, software scoring, enterprise expert scoring, and student self-evaluation. Information technology runs through the whole learning process and evaluation of students to achieve efficient and full coverage of teaching feedback.

## **5.2 Diagnosis and improvement measures**

With the rapid development of modern society, the application of information technology in teaching lags behind the development of information technology, such as artificial intelligence and reality enhancement. Therefore, teachers should strengthen learning, pay attention to observation, and find more and better information means for application and teaching.

## **6. Conclusion**

The teaching design based on hybrid teaching fully embodies the "student-centred" teaching principle, combines task-based and role-playing teaching methods, and is supported by information approach, effectively promoting students' deep learning and achieving a comprehensive training of students' knowledge, ability and literacy. The application of information based on teaching methods makes teachers and students put forward higher requirements. The number of learning tasks that students need to complete before and after class increases. If they cannot complete the learning after class in advance, the progress in class will be affected. We should give students more encouragement to change their ideas, so that they can adapt to new teaching methods and experience the fun.

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