教改论文

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2	基于智能物流实验室的物流专业实验教学探讨	物流科技	陈爱玲	2017.12	2/2
3	Research on the Quality Evaluation for Training of Undergraduate Majoring in Logistics Management and Engineering Based on Improved TOPSIS Method	Journal of Physics: Conference Series2021	聂彤彤	2021	1/1
4	Evaluation of undergraduate training quality of logistics management specialty based on improved fuzzy comprehensive evaluation method	ICEIT2023	聂彤彤	2023	1/2
5	新文科背景下物流管理专业课程思政教学探索与实践——以“智能物流设施与设备”课程为例	物流技术	邹霞	2023	1/1
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8	医药物流配送中心虚拟仿真实验教学项目的建设与实践	物流工程与管理	王睿	2019.5	1/1
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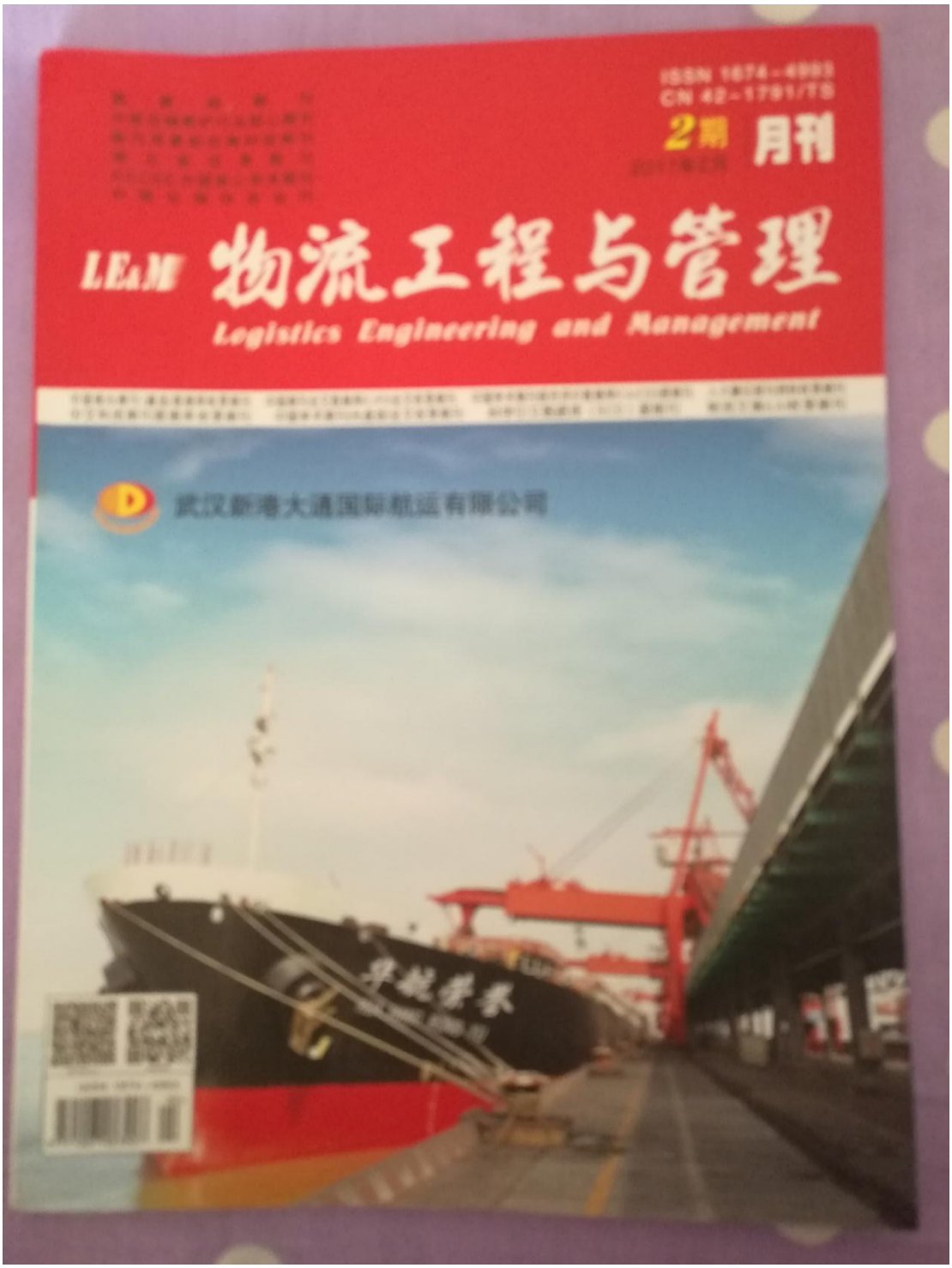
17	面向综合能力培养的物流管理专业核心课程群构建	物流工程与管理	韩强	2015.09	1/1
18	物流工程与管理专业学位研究生校企协同育人培养模式探索	物流工程与管理	韩强	2020.12	1/1
19	Teaching case study based on virtual simulation experiment	Advances in Social Science	王睿	2019.10	1/1

1 基于综合实验平台的物流管理专业实验教学体系研究



彩面索引

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基于综合实验平台的物流管理专业实验教学体系研究*

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【摘 要】物流管理专业具有理论教学和实验教学并重的特点,实验教学环节对于培养物流管理专业学生的动手能力和实际操作能力具有重要的作用。文中针对物流管理专业的特点,提出了基于综合实验平台的物流管理专业实验教学体系,该体系确定了基于能力体系的物流管理专业实验教学体系的要求和目标,设计了实验教学体系的内容和实验教学环节的考核评价标准。该套实验教学体系已应用到实际教学环节,有效提高了学生的专业能力和动手能力,提升了物流管理专业整体教学质量。

【关键词】物流管理;实验教学;综合实验平台

【中图分类号】 G420 【文献标识码】 A 【文章编号】 1674-4993(2017)02-0192-03

Research on Experiment Teaching System of Logistics Management Education Based on Integrated Experimental Platform

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【Abstract】Logistics management education emphasizes both on theory teaching and experiment teaching, and experiment teaching has an important role in training the practical ability of the students. In view of the characteristics of logistics management education, this paper puts forward experiment teaching system of logistics management education based on integrated experimental platform. This system determines the requirements and objectives of experiment teaching system based on ability system and designs the contents and the evaluation criteria of experiment teaching systems. This experiment teaching system has been applied to the actual teaching, and effectively improved professional ability and practical ability and improved the whole teaching quality.

【Key words】logistics management; experimental teaching; comprehensive experimental platform

1 引言

近几年,在电子商务迅猛发展的推动作用下,我国物流产业发展迅速,物流需求呈级数逐年放大,物流人才的需求量出现缺口,但学生的就业情况仍不乐观,究其原因,主要是学校的培养和社会的需求之间发生了脱节。社会需要的是理论和实践并举的综合性人才,而大多数高校培养的则是侧重专业知识的理论人才。因此,为了满足社会的需求,在今后的物流人才培养过程中,物流管理专业的学生不仅需要具备综合性和专业性的理论知识,更需要动手能力和实践能力的培养;但由于办学时间短,经费短缺等诸多原因,实践教学环节正是物流管理专业整个教学体系中最薄弱的部分。如何根据企业和社会对物流人才实践能力的需求,推进物流管理专业实践教学进程已成为物流管理专业教学和发展迫切需要解决的问题。

2 国内外研究现状

在物流管理专业实践教学方面,西方一些发达国家重视实验环节,重视学生专业能力的培养,实验环节在教学大纲中得以体现,并在学习环节和学时上得以保证。例如美国的加州大学、麻省理工学院、德国的慕尼黑大学、科隆大学等高校都建有先进的物流实验室,在实验教学方面都有深入的研究和实践,培养出大量的具有专业能力的综合性人才。这些大学很多先进的经验值得我们学习和借鉴。

在我国,一方面,随着《关于进一步加强高等学校本科教学工作的若干意见》和《国家中长期教育改革和发展规划纲要

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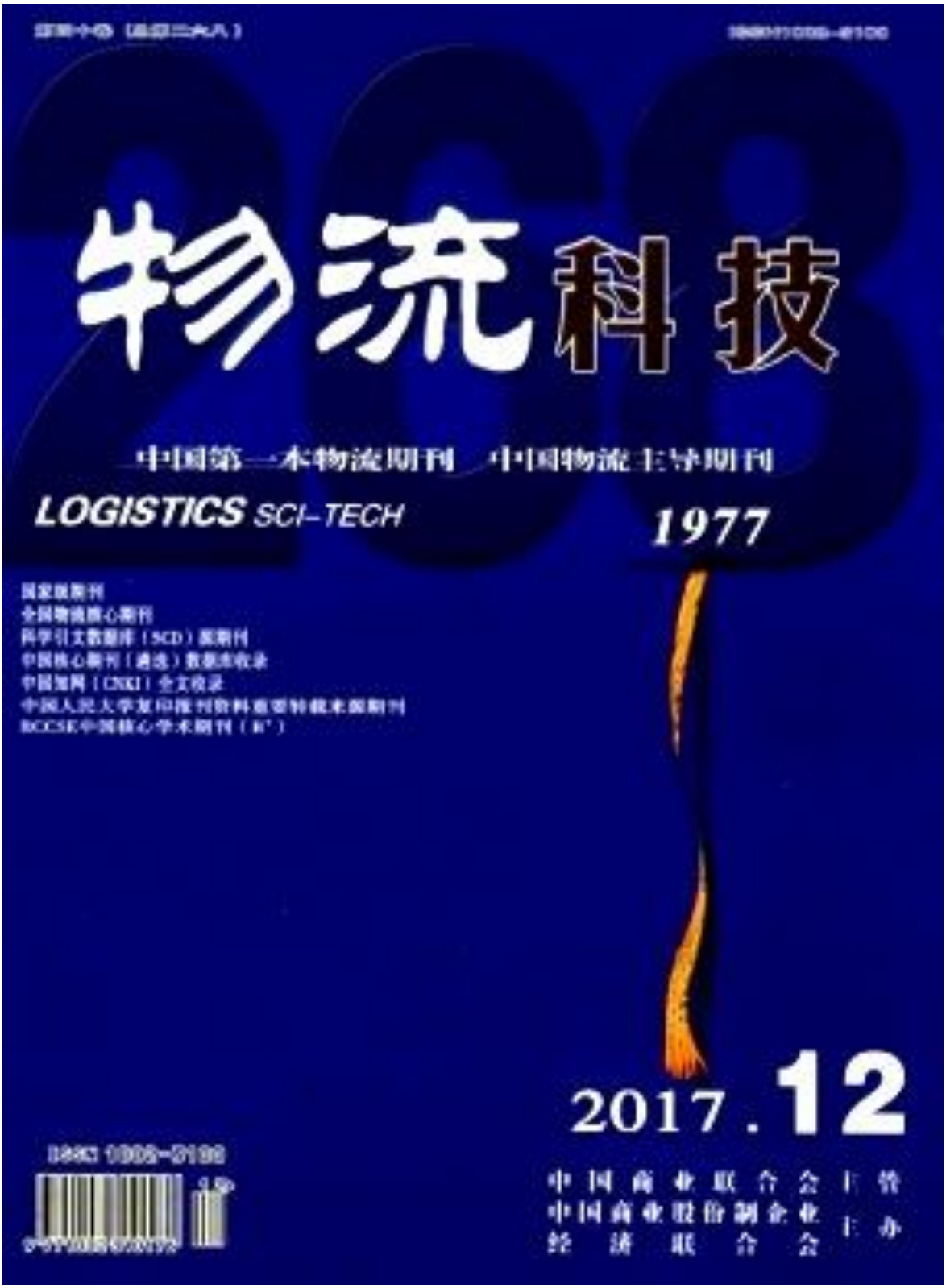
2 基于智能物流实验室的物流专业实验教学探讨



• 教学研究 •
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基于智能物流实验室的物流专业实验教学探讨

Research on Experiment Teaching System of Logistics Management Education Based on Smart Logistics Lab

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摘 要：为了满足社会对物流人才的需求，加强物流专业学生在实践方面的能力，文章首先探讨了实验课程的内容体系和课时安排，其次分析了理论课程和实验课程的衔接问题，最后提出了实验课教学中可能遇到的问题以及解决方法。

关键词：物流管理；实验教学；智能物流实验室
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Abstract: In order to meet the needs of the society for logistics talents, strengthen the ability of logistics students in practice. First the content system and class scheduling of experiment course are discussed in this paper. Secondly, the paper analyzes the cohesion of theoretical courses and experimental courses. Finally, this paper presents some problems and solutions which may be encountered in the teaching of experimental class.

Key words: logistics management; experimental teaching; smart logistics lab

0 引 言

随着物流行业的快速发展，物流人才需求巨大，虽然物流管理专业每年本科毕业生人数约为28 000~30 000人，其中：物流工程专业每年的毕业生人数约为4 000~4 500人；物流管理专业高职（专科）毕业生人数约为65 000~70 000人[①]，合计物流专业本专科毕业生人数在10万人左右。但社会每年新增180万人左右的物流岗位，导致物流人才缺口很大。但是由于高校培养的物流人才偏重于理论知识，导致近几年社会上出现了物流专业毕业学生“就业难”的问题，导致部分学生转行进入其他行业。

究其原因，是由于高等院校物流类专业的教育与社会需求脱节，与社会需要的理论与实践并重的人才不符。为了适应社会的需求，许多高校纷纷强化实践教学，为了满足实践教学的要求和提高实践教学，各高校不但加强校企合作，建立实训基地，而且斥巨资建立物流实验室，以满足课堂教学的需要。山东财经大学也于2013开始建设物流实验室，目前已将物联网与智能物流实验室建设成为了现代化的智能物流中心，该中心以模拟第三方物流公司配送中心的物流活动为背景，集包装、装卸、仓储、流通加工、配送于一体，并结合了计算机及其网络通信、自动控制与识别、自动导航、无线射频识别（RFID）等最新科学技术，实现物流配送的全过程智能控制。

实验室的硬件设施主要有三大块，分别是自动化立体仓库模块、智慧物流模块运输与配送模块。其中自动化立体仓库模块的主要设备有立体货架、全电动堆垛机、出入库分拣滚筒输送链、出入货台、条码阅读器、电磁引导的AGV小车、电子拣货系统以及流利式货架。智慧物流模块的主要设备有RFID阅读器、RFID写卡器、电子标签、手持终端和条形码打印机。另外，还有其他物流设备，如包装机、手推液压托盘车、周转笼、托盘，等等；与该物流设备配套的软件资源主要有综合物流软件系统、智慧物流管理软件、运输与配送软件。

另外，实验室还有物流中心经营模拟软件、快递物流3D模拟的仿真教学软件、物流仿真软件和3D国际物流软件等。这些软硬件资源几乎囊括了所有物流课程的实践环节。那么如何利用好物流实验室的各种设施设备和物

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3 Research on the Quality Evaluation for Training of Undergraduate Majoring in Logistics Management and Engineering Based on Improved TOPSIS Method

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Research on the Quality Evaluation for Training of Undergraduate Majoring in Logistics Management and Engineering Based on Improved TOPSIS Method

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Research on the Quality Evaluation for Training of Undergraduate Majoring in Logistics Management and Engineering Based on Improved TOPSIS Method

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Abstract. In view of the Training Quality of Undergraduate Majoring in Logistics Management and Engineering, an improved TOPSIS method based on combinatorial weight is proposed to evaluate the training quality of undergraduate majoring in logistics management and engineering. Firstly, the paper studies and analyses the related literatures of training quality of undergraduate majoring in logistics management and engineering, and puts forward a set of evaluation of training quality indicator system for the undergraduate majoring in logistics management and engineering. Secondly, the objective weight and subjective weight of each indicator are determined by using the variable coefficient method based on mixed data and the improved AHP method based on triangular fuzzy number, and on this basis, the combined weight of each indicator is calculated by using the maximum method of comprehensive evaluation value. After that, the improved TOPSIS method is used to rank the training quality for undergraduate majoring in logistics management and engineering.

1. Introduction

In the 21st century, the development of the logistics industry presents the characteristics of the era of intelligence and knowledge. On the one hand, the widespread application of AI technology and automation technology has enabled the production and dissemination of logistics knowledge to break through the limitations of time and space, and accelerate the cross-integration of different disciplines, and give birth to new retail models such as Hema Fresh and Super Species; on the other hand, the explosive growth of logistics knowledge creation and the continuous shortening of the transformation cycle of logistics-related scientific research achievements have brought unprecedented challenges to the training of logistics talents.

In view of how to improve the quality of logistics talent training, the Ministry of Education promulgated the "National Standards for Teaching Quality of Undergraduate Majoring in Logistics Management and Engineering " in 2017 as the national standard and basic requirement for the training quality of logistics talents[1]. The standard points out that logistics management and engineering undergraduate majors include logistics management, logistics engineering and procurement management, and are committed to training compound professionals who can solve the theoretical and practical problems of logistics management and engineering science in social and economic system.

The Ministry of Education promulgated the " National Standards for Teaching Quality of Undergraduate Majoring in Logistics Management and Engineering", mainly to establish a sound quality assurance and monitoring and evaluation system, so that the quality of higher education can be evaluated, compared and monitored. However, for colleges and universities with logistics majors, it is

4 Evaluation of undergraduate training quality of logistics management specialty based on improved fuzzy comprehensive evaluation method

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Evaluation of Undergraduate Training Quality of Logistics Management Specialty Based on Improved Fuzzy Comprehensive Evaluation Method

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***Abstract*—In this paper, an improved fuzzy comprehensive evaluation method based on entropy is proposed to evaluate the quality of the cultivation of undergraduate talents in logistics management major. Firstly, this paper studies and analyzes the literature related to the quality of undergraduate training of logistics management major, and puts forward a set of evaluation index system of the quality of undergraduate training of logistics management major. Secondly, entropy method is used to determine the objective weight of each index. On this basis, the improved fuzzy comprehensive evaluation method is used to rank the quality of logistics management and engineering undergraduate talent cultivation.**

***Keywords*—major in logistics management, fuzzy comprehensive evaluation method, entropy value method**

I. Introduction

Personnel training is a fundamental mission of higher education. To improve the quality of personnel training is a goal for universities to pursue. At present, how to guarantee the quality of personnel training has become an important issue in higher education, and establishing a scientific standard evaluation system of personnel training quality is an effective way to measure and supervise the quality of personnel training.

The academic circle has realized the importance of talent training quality evaluation and carried out a more in-depth study. Experts and scholars have studied the quality evaluation system and methods of talent training in colleges and universities, or have a special discussion on the quality evaluation of talent training in logistics management.[1] Based on the above research background, this paper firstly grasps the significance of constructing the quality evaluation index system for the cultivation of undergraduate talents in the major of logistics management from the school level, the enterprise level and the student level, and then starts with the analysis of the characteristics of the cultivation of undergraduate talents in the major of logistics management. From the five aspects of professional positioning and construction planning, professional teaching system, students' basic knowledge, innovation and entrepreneurship ability, social reputation, appropriate evaluation factors are selected to establish a "multi-dimensional and multi-layer" three-dimensional undergraduate talent training quality evaluation system of logistics management. The quality evaluation of talent cultivation is a typical multi-attribute decision-making problem, and its evaluation process is divided into three steps: establishment of evaluation index system, determination of index weights at all levels, selection of scientific methods to carry out comprehensive evaluation.

II. Quality Evaluation Index System of Logistics Engineering and Management Undergraduate Talent Cultivation

A scientific and effective talent quality evaluation system is an important basis for examining the achievements of talent training in colleges and universities and correcting the mistakes in talent training. At the present stage, the general quality evaluation of the training of undergraduate talents of logistics management in Chinese colleges and universities is not fully in place, and the problems of the evaluation purpose is not clear, the single subject of evaluation, and the quality standards of each different, are concentrated in not fully considering the open and diversified characteristics of undergraduate talents of logistics management. The second is to take the students' knowledge level, ideology and morality, theory test scores as the quality evaluation index of talent training. Therefore, the construction of logistics management undergraduate talent training quality evaluation system can provide a scientific and effective evaluation basis for objective and comprehensive evaluation of logistics management undergraduate talent training quality, and has important practical significance.

Since there are many indicators affecting the quality of talent training and the contribution of each indicator to the quality of talent training is quite different, the evaluation index system of talent training quality should not only reflect the comprehensive selection of indicators, but also extract representative indicators without reflecting every indicator. Based on the characteristics of undergraduate personnel training of logistics management major and a large number of literature studies, this paper establishes a multi-level and multi-dimensional quality evaluation index system and divides multi-module and multi-level index evaluation and assessment in accordance with the principles of scientificity, representativeness, hierarchy and systematism. Considering the basic role of general education and the mutual integration of

5 新文科背景下物流管理专业课程思政教学探索与实践——以“智能物流设施与设备”课程为例

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新文科背景下物流管理专业课程思政教学探索与实践

——以“智能物流设施与设备”课程为例

邹　霞
(山东财经大学,山东　济南　250014)

[摘　要]在“新文科”背景下,根据课程思政建设目标和内容要求,在课程思政教学工作中引入PDCA教学法,建立行之有效的专业课程思政的融合模式。以物流管理专业课程“智能物流设施与设备”为例,分析了在“线上+线下”混合教学的授课模式下,如何将专业课与思政元素合理融合。最后引入真实课程案例,介绍本专业课的思政教学设计方案。

[关键词]课程思政;智能物流设施与设备;PDCA教学法;混合教学
[中图分类号]G641　　[文献标识码]A　　[文章编号]1005-152X(2023)02-0138-04

Exploration and Practice of Ideological and Political Education in Logistics Management Specialty in Context of New Liberal Arts: Taking Intelligent Logistics Facilities and Equipment Course as Example

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Abstract: Against the background of the "new liberal arts" discipline, to meet the requirements of the construction objectives and contents of ideological and political education, the paper introduced the PDCA teaching method into ideological and political education, and established an effective integration model for integrating specialty courses with ideological and political education. Taking Intelligent Logistics Facilities and Equipment course of the logistics management specialty as example, the paper analyzed how to reasonably integrate the specialized contents of the course with ideological and political elements under the "online + offline" blended teaching mode. Finally, the paper introduced several real cases to illustrate the ideological and political teaching design of the course.

Keywords: course-embedded ideological and political education; intelligent logistics facilities and equipment; PDCA teaching method; blended teaching

0　引言

随着国家新文科建设新要求的提出,全面推进课程思政建设成为了现代高校课程教学改革的新的发力点。通过对新文科建设的深入分析与定位,进一步挖掘相关课程的思政教育元素,加深专业课程思想政治教育与专业基本原理以及前沿知识的有机融合,对于提高思政工作效率和思政教学成效具有一定的现实意义[1]。

本文以物流管理专业“智能物流设施与设备”课程为例,进一步挖掘本课程的思政教育元素,加深思政教育与本专业基本原理以及智能物流时代元素的

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6 面向电商物流专业的实验室建设方案探析

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面向电商物流专业的实验室建设方案探析

邹　霞
(山东财经大学　管理科学与工程学院,山东　济南　250014)

[摘　要]针对电商物流人才需求快速增长,而国内本科院校面向该方向的物流实验室比例却较少的问题,通过分析现有物流实验室建设存在的问题,从综合素质能力和综合业务能力两个方面着手,提出了基于物流业务模块的物流实验室建设思路;通过不同作业环节的模拟实验,提升电商物流专业学生的综合业务能力。

[关键词]电商物流;综合业务能力;物流实验室;建设方案
[中图分类号]G642.423　　[文献标识码]A　　[文章编号]1005-152X(2018)09-0153-05

Analysis of Laboratory Construction Scheme for E-commerce Oriented Logistics Specialties

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(School of Management Science & Engineering, Shandong University of Finance & Economics, Ji'nan 250014, China)

Abstract: By analyzing the problems existing in the construction of the existing logistics laboratories and starting from the two aspects which are comprehensive qualification and comprehensive business ability, this paper puts forward the line of thinking for the construction of the logistics laboratory based on logistics business module. Through the simulation experiments of different operation links, it sets out to improve the comprehensive business ability of the e-commerce oriented logistics majors.

Keywords: E-commerce logistics; comprehensive business ability; logistics laboratory; construction scheme

1　引言

经统计我国每年物流专业毕业生在10万人左右,其中本科毕业生人数约为2.8万至3万人,大部分为物流管理类毕业生,而物流工程专业每年的毕业生人数仅约为4 000-4 500人。近年来,社会每年新增180万人左右的物流岗位,理论上,物流专业人才应该供不应求,可事实上,在行业人才紧缺、企业求贤若渴的同时,学校毕业生却面临巨大的就业压力[1]。造成这种矛盾和困境的主要原因之一,是身处互联网时代电子商务环境下市场竞争的企业,需要既有物流专业知识又具有物流操作能力的人才。但是由于高校培养的物流人才多为偏重于理论知识的物流管理类人才,尤其是面对当下发展迅速的电商行业,高校毕业生即无较强的动手能力,又无对电商方面的深入研究,导致近几年社会上出现了物流专业毕业学生"就业难"的问题。

为改变这种状态,国内很多高校有的增设针对电商行业的课程,有的开设物流专业综合实验室,其中多为"自动化立库+AGV"的仓储模拟实验室、国际货代物流实训室及物流信息技术实训室,而面向电商物流专业的物流实验室案例很少。本文从电子商

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7 面向综合能力培养的物流管理专业核心课程群构建

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面向综合能力培养的物流管理专业核心课程群构建*

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【摘 要】依据现实中对物流人才的综合素质需求,分析了物流管理专业将物流经济学、国际物流学和供应链管理三门课程进行资源整合,构建物流管理专业核心课程群的思路,并重点分析了三门课程的内涵。在此基础上,给出了构建物流管理专业核心课程群的措施。

【关键词】物流管理专业;核心课;课程群

【中图分类号】 G640 【文献标识码】 A 【文章编号】 1674 -4993(2015)09 -0213 -02

The Construction of Core Course Group for Logistics Management Specialty Based on Comprehensive Ability Cultivation

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【Abstract】According to the practical demand for logistics practitioners, this paper analyzes how to integrate logistics economics, international logistics and supply chain management into core course group for logistics management specialty. We emphasize on the content of the three courses and put forward measures to construct the core course group for logistics management specialty.

【Key words】logistics management specialty; core course; course group

1 引言

物流业是融合运输、仓储、货代、信息等产业的复合型服务业,是支撑国民经济发展的基础性、战略性产业。加快发展现代物流业,对于促进产业结构调整、转变发展方式、提高国民经济竞争力和建设生态文明具有重要意义。2009 年 2 月 25 日召开的国务院常务会议,审议并原则通过物流业调整振兴规划。2014 年 9 月 12 日,国务院提出关于印发物流业发展中长期规划(2014—2020 年),积极营造有利于现代物流业发展的政策环境,着力建立和完善现代物流服务体系。近几年,我国物流业增加值占 GDP 的比重一直保持在 6.8% 左右。

在此背景下,存在巨大物流人才缺口,而且对高校物流管理本科专业人才培养提出了严峻的挑战。作为物流人才的培养者,如何根据社会需求不断完善和优化课程体系,是当前迫切需要解决的问题,课程群的建设思路是一条有效途径[1]。课程群是某专业或跨专业课程体系中若干门在知识、方法、问题等方面有着内在逻辑联系的按照一定规律对课程进行整合的课程体系。设置课程群的目的是完善特定施教对象的认知结构,不是机械的课程叠加,而是按照课程、学科和专业发展的内在规律,在系统方法指导下,对相关课程进行有机的整合。以学科来划分的,结合专业调整和学科建设,以教学计划的整体优化为目标,对教学计划中具有一定的学科相关性、知识完整性、内容继承性、结构相对独立性的课程集成模块的建设[2]。

山东财经大学自 2003 年设立物流管理专业以来,不断改进人才培养方案,以人才培养为中心,优化专业核心课程群教学内容,从一体化、国际化和经济分析角度制定物流管理专业核心课程群(物流经济学、国际物流学和供应链管理)的总体内容,然后共同制定了教学大纲,合理确定了三门课程内容,避免课程内容重复,使得不同知识点在不同课程中得以凸显,同时又相互补充,多角度覆盖地渗透式提高学生的知识水平。我们组建了物流管理专业核心课程群建设团队,力求知识结构、学缘结构、学历结构、年龄结构的合理化。同时,为了保证三门课程之间的关联紧密性,注重不同课程之间的师资交叉,增强课程之间的粘合度。

2 物流管理专业核心课程群的构建思路

物流经济学、国际物流学和供应链管理三门课程都是物

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8 基于微课和翻转课堂的“采购与仓储管理”课程设计

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基于微课和翻转课堂的《采购与仓储管理》课程设计

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[摘　要]基于微课和翻转课堂的教学是互联网环境下的新兴教学模式，能够帮助教师和学生实现有效的知识传授和知识掌握。结合《采购与仓储管理》课程的教学内容，从课前设计、课堂学习、课后思考和学习评价四个层面，深入探讨了基于微课和翻转课堂的课程设计，以期实现物流管理专业基础课程的教学从传统方式向“互联网+教学”方式的转变。

[关键词]微课；翻转课堂；采购与仓储管理；课程设计
[中图分类号]G423；F253　　[文献标识码]A　　[文章编号]1005-152X(2018)02-0149-03

Curriculum Design of Purchasing and Warehousing Management Based on Micro-course and Flip Classroom

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Abstract: In this paper, in light of the teaching contents of the Purchasing and Warehousing Management course, and from four aspects which were pre-class design, classroom learning, after-class thinking and learning evaluation, we discussed in depth the design of the course based on micro-course and flip classroom as an effort to transform the traditional teaching mode of the basic logistics management courses in the Internet+ teaching context.

Keywords: micro-course; flip classroom; Purchasing and Warehouse Management; curriculum design

1　引言

当前我国政府大力发展高等教育，在《教育信息化十年发展规划（2011—2020年）》中明确提出并鼓励采用多种新兴的信息技术手段提高教学质量和效果，为国内高校专业发展和教学过程的改革与创新带来了契机[1]。

《采购与仓储管理》课是物流管理专业的基础课，该课程重点培养学生从采购到仓储、库存等环节的全面知识掌握和运营分析与对策建议能力，授课对象一般是物流管理专业大一的学生。在传统教学授课中，由于该课程内容繁杂，所包含的基本概念、基本术语、基本理论、要点操作、实施步骤等较多，学生不易理解和掌握，因此学习兴趣缺失，急需调整和完善。

因此，将微课和翻转课堂这些新兴的教学方式应用在该课程中，既可以培养学生的学习兴趣和系统学习的能力，又有助于他们更加全面地掌握专业

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9 基于实践创新能力培养的电商物流课程群建设

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基于实践创新能力培养的电商物流课程群建设*

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【摘 要】为了更好地满足社会发展的需要,探索基于实践创新能力培养的电子商务物流管理专业方向课程群建设,将有助于培养综合型应用性的高素质物流人才。

【关键词】电子商务;物流管理;课程群建设;实践创新能力

【中图分类号】 G423.04 【文献标识码】 A 【文章编号】 1674 -4993(2018)05 -0161 -02

Construct on the E - commerce Logistics Management Specialty Curriculum Group Based on the Cultivation of Practical Innovation Ability

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【Abstract】In order to better satisfy the needs of social development, We should to research the construction of the curriculum group of e - commerce logistics management specialty based on the cultivation of practical innovation ability.

【Key words】e - commerce; logistics management; curriculum group construction; practice innovation ability

1 引言

当前,经济全球化趋势深入发展,网络信息技术革命带动新技术、新业态不断涌现,使电子商务与物流业结合发展愈发紧密,电子商务物流管理方面的高素质人才的需求日益迫切。

课程群建设是现代高等院校教学发展的趋势之一。就国外而言,西方许多高校的课程建设都建立了行之有效的核心课程群模块和综合课程,课程内容的选择非常丰富。在我国,也有许多高校进行了构建二级学科核心课程群的尝试。如华东理工大学等八所高校共同参与的"面向 21 世纪理科应用化学专业(本科)教学内容与课程体系改革研究"的课题,已经取得了一定成效并得到了广泛认可[1]。

电子商务物流专业方向是国内高校物流管理专业的专业发展方向之一,在人才培养方面,主要以综合型应用性高级人才培养为主[2]。因此,为了满足社会的需求,对于今后的物流人才培养,电子商务物流管理专业方向的学生不仅需要具备综合性和专业性的理论知识,更需要增加实践能力和创新能力的培养。[3-4] 由此,探索基于实践创新能力培养的电子商务物流管理专业方向课程群建设具有重要的现实意义。

2 课程群建设的研究内容

以实践创新能力培养为核心进行电商物流专业方向课程群建设,将围绕如何提高该专业学生的实践创新能力,将传统的理论教学与实验课程、实习基地的实习相结合建立课程群,以实现知识体系和实践创新能力的综合提升。主要从以下几方面展开研究:

2.1 以实践能力培养为目标,加强理论教学课程建设

在教学工作中,以电子商务物流管理专业方向的实践能力培养为目的,增加专业知识讲授与当前经济发展的最新案例的结合,在提高学生分析问题和解决问题的能力的同时,不断提高学生独立思维培养和开拓创新精神。

2.2 加强电子商务物流管理专业实验课程建设

实验课程建设是应用性人才培养模式创新发展的基础,其将理论教学和实验课程结合的同时,为学生的实习实践和创业实践活动起到重要的支撑作用。具体而言包括以下内容:

①加强电商物流专业实训平台的建设和管理。

物流实训平台是实验教学环节的基础和保障,可以根据高校物流智能实验室的建设现状,优化现有设备和相关软件,加强管理,使实验室发挥最大功效。

②电商物流管理专业实验教学环节的设计研究。

主要确定开设哪些实验环节,明确规定每个实验教学环节学分和学时。尤其实验课时所占比例,一经确定,要认真执行,确保实验教学的时间[5]。

2.3 增强实习基地和实习单位的深层合作和交流

近年来,国内高校电商和物流专业的实习基地和实习单

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10 PDCA 法在物流管理专业教学中的应用

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PDCA法在物流管理专业教学中的应用

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[摘　要]分析了物流管理专业教学中存在的不足,提出了基于PDCA方法来提升教学质量的两层次四阶段闭环循环提升教学模型,从教师和学生两个层面,通过实例法探讨了PDCA四个阶段的主要工作和内容;并采用物流管理专业两个班级《运输与配送管理》课程的成绩进行对比分析,结果表明该模型能改善教学效果。

[关键词]PDCA;物流管理专业;两层次四阶段;教学模型
[中图分类号]G424.1　　[文献标识码]A　　[文章编号]1005-152X(2020)09-0152-05

Application of PDCA in Teaching of Logistics Management Specialty

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Abstract: In this paper, we analyzed the weak links in the teaching of logistics management specialty, proposed the closed-loop reiteration consisting of two hierarchies and four phases based on PDCA to improve the teaching quality of the course. Then, from the layers of teacher and student, we discussed the main tasks and contents in each of the four PDCA phases empirically, and compared the scores of two logistics management specialty classes in the Transport and Distribution Management course, proving that the proposed model could improve teaching effects.

Keywords: PDCA; logistics management specialty; two hierarchies and four phases; teaching model

1　引言

当前,物流人才已经成为各大公司争相竞聘的对象,每年人才市场都需要大量的高层次物流人才;而与此同时,我校物流管理专业毕业生的就业情况虽然较好,然而还有提升的空间。如何才能进一步提升物流管理专业学生的应用能力,提高其综合业务素养,这是值得高校物流教学反思的重要问题。因此,如何结合社会需求,提高学生的学习兴趣,培养物流管理应用能力,铸就和凸现专业特色,正是摆在物流管理教研组面前的难题。

本文将PDCA方法引入到物流管理专业教学中,提高学生的专业技能和对物流的兴趣,提升学生的专业素质。PDCA方法是质量管理大师戴明(W·E·Deming)在沃特·阿曼德·休哈特(Walter A. Shewhart)的理论基础上发展而来,又称"戴明环"。GB/T19001-2000版质量管理体系标准体系将PDCA的应用领域进行了延伸,提出"PDCA的方法适用于所有过程"[2]。由于教学项目与一般制造业特点不同,因此本文主要研究如何引用PDCA方法来提高教学质量,增强物流管理学生的业务技能。

2　PDCA内涵及相关研究综述

2.1　PDCA内涵

PDCA包含了四个阶段,P(Plan)—缜密计划,制定项目目标,并对目标分解,准备完成目标需要的资源、方法、方案等;D(Do)—方案执行,根据第一阶段的计划开展实施;C(Check)—评估检查;A(Action)—总结提升,根据评估检查的结果制定措施,及时固化好做法、好经验,并逐步推广;不足之处也需立刻总结,并将本循环没能处理的问题带入下一个PDCA循环。PDCA强调的是的"闭环、持续、提升"模

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11 新旧动能转换背景下山东省物流人才需求分析以及专业建设的思考

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新旧动能转换背景下山东省物流人才需求分析以及专业建设的思考

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[摘　要]通过对山东省物流企业和物流园区进行调研,掌握了山东省物流企业人力资源结构和人才来源情况,分析了山东省物流行业物流人才需求类型,指出人才招聘中存在的问题并提出发展建议,对山东省物流专业建设及企业具有一定的借鉴。

[关键词]物流产业;物流人才;需求分析;专业建设
[中图分类号]F259.27　　[文献标识码]A　　[文章编号]1005-152X(2020)10-0156-05

Analysis of Logistics Talent Demand and Reflection on Specialty Construction in Shandong Province during Transition of Old and New Growth Drivers

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Abstract: By investigating the logistics enterprises and logistics parks in Shandong Province, this paper collected the information of the human resources structure and talent sources of the logistics enterprises in Shandong Province, analyzed the demand types of logistics talents, pointed out the existing problems in talent recruitment and put forward suggestions for improvement, which could provide reference for the logistics specialty construction and enterprises in Shandong Province.

Keywords: logistics industry; logistics talent; demand analysis; specialty construction

1　研究背景

(1)新常态下物流业转型路径与人才需要。2014年李克强在达沃斯经济论坛上再次指出物流业将被认为是未来很长一段时间里一个新的重要经济增长点。新旧经济动能的转换自政策实施以来,技术创新将进一步代替社会资本的投入与其他生产要素的直接投入成为我国经济和社会发展的新增长动能。我国物流业作为关键的现代生产性物流服务业,在新的经济常态中快速地整合和提高物流业的运营管理能力,优化结构,实现物流产业的转型和升级,成为高速增长和发展我国物流业的新的机遇和挑战。

与此同时,我国的物流业在先进物流技术和管理方面也出现了人力资本的大量不足。"互联网+"的大背景下,建设中国智慧现代物流企业需要培养跨学科的高端物流管理人才和先进技术型物流管理人才,而目前物流企业中急需掌握先进技术的物流管

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12 工程管理硕士的专业课与思政元素融合探讨——以物流专题讲座课程为例

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工程管理硕士的专业课与思政元素融合探讨
——以物流专题讲座课程为例

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[摘　要]根据课程思政建设目标和内容要求,分析了工程管理硕士的专业课程—物流专题讲座的思政元素引入方式,探讨了在不同的授课模式下,如何将专业课与思政元素合理融合,最后以课程内容为例,介绍了该专业课的思政教学设计方案。

[关键词]课程思政;专业教育;课程融合;教学方案;工程管理硕士;物流工程与管理
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Discussion of Integration of Specialized Course and Ideological and Political Elements for Master of Engineering Management: Take Logistics Seminar as Example

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Abstract: According to the construction objectives and content requirement of the course-embedded ideological and political education, we analyzed the method to introduce the ideological and political elements in Logistics Seminar, a specialized course for masters of engineering management, and then discussed how to integrate the ideological and political elements into the course under different instruction modes. Finally, we introduced specifically the ideological and political teaching plan of this course.

Keywords: course-embedded ideological and political elements; specialty education; course integration; teaching scheme; master of engineering management; logistics engineering and management

0　引言

工程管理硕士的培养目标是对工程管理领域知识的理解和掌握,如系统工程、质量管理、生产管理等,课程主要涵盖项目管理、工程管理、物流工程管理等方向上的定量分析方法。通过对工程管理的理论与方法的学习,有效地提高工程管理水平。

本文以山东财经大学工程管理硕士中的一个培养方向—物流工程与管理专业为例,探讨如何在物流工程与管理专业课中,将价值塑造、知识传授和能力培养融为一体[1]。

1　专业培养目标及课程介绍

1.1　物流工程与管理硕士培养目标

山东财经大学物流工程与管理是工程管理硕士的一个培养方向,以培养具有扎实的系统科学、数学、管理学、经济学和信息科学等理论基础,掌握物流工程与管理的科学方法和技术,具有较强的物流系统分析和设计能力,具备良好的思维、表达、写作和组织能力,能在物流企业或大型企业物流部门等单位从事物流系统规划与设计、物流信息系统设计与开发、物联网与智能物流等工作的应用型高级物

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13 面向综合能力培养的物流管理专业核心课程群构建

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面向综合能力培养的物流管理专业核心课程群构建*

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【摘 要】依据现实中对物流人才的综合素质需求,分析了物流管理专业将物流经济学、国际物流学和供应链管理三门课程进行资源整合,构建物流管理专业核心课程群的思路,并重点分析了三门课程的内涵。在此基础上,给出了构建物流管理专业核心课程群的措施。

【关键词】物流管理专业;核心课;课程群

【中图分类号】 G640 【文献标识码】 A 【文章编号】 1674－4993(2015)09－0213－02

The Construction of Core Course Group for Logistics Management Specialty Based on Comprehensive Ability Cultivation

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【Abstract】According to the practical demand for logistics practitioners, this paper analyzes how to integrate logistics economics, international logistics and supply chain management into core course group for logistics management specialty. We emphasize on the content of the three courses and put forward measures to construct the core course group for logistics management specialty.

【Key words】logistics management specialty; core course; course group

1 引言

物流业是融合运输、仓储、货代、信息等产业的复合型服务业,是支撑国民经济发展的基础性、战略性产业。加快发展现代物流业,对于促进产业结构调整、转变发展方式、提高国民经济竞争力和建设生态文明具有重要意义。2009 年 2 月 25 日召开的国务院常务会议,审议并原则通过物流业调整振兴规划。2014 年 9 月 12 日,国务院提出关于印发物流业发展中长期规划(2014—2020 年),积极营造有利于现代物流业发展的政策环境,着力建立和完善现代物流服务体系。近几年,我国物流业增加值占 GDP 的比重一直保持在 6.8% 左右。

在此背景下,存在巨大物流人才缺口,而且对高校物流管理本科专业人才培养提出了严峻的挑战。作为物流人才的培养者,如何根据社会需求不断完善和优化课程体系,是当前迫切需要解决的问题,课程群的建设思路是一条有效途径[1]。课程群是某专业或跨专业课程体系中若干门在知识、方法、问题等方面有着内在逻辑联系的按照一定规律对课程进行整合的课程体系。设置课程群的目的是完善特定施教对象的认知结构,不是机械的课程叠加,而是按照课程、学科和专业发展的内在规律,在系统方法指导下,对相关课程进行有机的整合。以学科来划分的,结合专业调整和学科建设,以教学计划的整体优化为目标,对教学计划中具有一定的学科相关性、知识完整性、内容继承性、结构相对独立性的课程集成模块的建设[2]。

山东财经大学自 2003 年设立物流管理专业以来,不断改进人才培养方案,以人才培养为中心,优化专业核心课程群教学内容,从一体化、国际化和经济分析角度制定物流管理专业核心课程群(物流经济学、国际物流学和供应链管理)的总体内容,然后共同制定了教学大纲,合理确定了三门课程内容,避免课程内容重复,使得不同知识点在不同课程中得以凸显,同时又相互补充,多角度覆盖地渗透式提高学生的知识水平。我们组建了物流管理专业核心课程群建设团队,力求知识结构、学缘结构、学历结构、年龄结构的合理化。同时,为了保证三门课程之间的关联紧密性,注重不同课程之间的师资交叉,增强课程之间的粘合度。

2 物流管理专业核心课程群的构建思路

物流经济学、国际物流学和供应链管理三门课程都是物

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14 物流工程与管理专业学位研究生校企协同育人培养模式探索

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物流工程与管理专业学位研究生校企协同育人培养模式探索*

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【摘 要】校企协同培养模式充分利用高等学校和企业各自的资源培养应用型复合人才。从当前物流人才需求出发，指出物流工程与管理专业学位研究生培养的重点，分析校企协同育人的必要性，并为物流工程与管理专业学位研究生设计两体系融合、双导师指导、互惠式合作的校企协同育人培养模式。

【关键词】物流工程与管理；专业学位研究生；校企协同育人

【中图分类号】 G643 【文献标识码】 A 【文章编号】 1674－4993(2020)12－0172－03

Research on Cooperative Training Mode of College and Enterprise for Logistics Engineering and Management Professional Graduate

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【Abstract】Cooperative training mode of college and enterprise can make full use of resources of colleges and enterprises to train practical and versatile talents. Based on the current logistics talent demand, this paper points out the key of the training of logistics engineering and management professional graduate, analyzes the necessity of cooperative training mode of college and enterprise, and then designs cooperative training mode of college and enterprise for logistics engineering and management professional graduate, integration of the two systems, double tutor guidance and reciprocal cooperation.

【Key words】 logistics engineering and management; professional graduate; cooperative training mode of college and enterprise

物流业是我国经济社会中较为活跃的生力军。2000 年，社会物流总额为 21.4 万亿元，到 2019 年时增长了近 14 倍，已达到 298 万亿元。伴随物流业快速发展的，是对物流应用型人才的大量需求。1997 年，我国就开始设置工程硕士专业学位，下设物流工程领域，开始培养物流领域的专业学位研究生。2013 年，《关于深化研究生教育改革的意见》更加强调了专业学位研究生培养的重要性，突出学习和能力培养并重的理念。经过专业学位类别调整，从 2020 年开始，设立物流工程与管理招生领域。在二十余年的发展过程中，培养了大批为社会做出贡献的物流应用型人才。在新形势下，我们有必要探索物流工程与管理专业学位研究生的培养模式。

1 物流人才需求特点

任何行业的发展都离不开人才，物流业正处于飞速发展的时期，对人才的需求也越来越大，然而实践中可以发现物流人才相对匮乏，无法与物流业的发展相配套，已成为影响行业进一步发展的瓶颈。

1.1 能满足多种要求的专业技术人员更占优势

随着物流行业现代化和智能化的发展，虽然部分物流企业缺乏管理领域和操作领域的人才，但不少企业存在技术领域人才不足的现象，这是物流行业最大的人才储备缺口，说明物流行业急需拥有专业技术的人才，不仅是在建设规划方面，还有开发、运营等各个方面都需要技术型的人才。只拥有技术显然已经不能满足物流企业的需要，在拥有技术的前提下，物流企业希望人才能够符合多方面的要求。一些物流企业在人才招聘不能满足自身需求的情况下，也已经开始探索企业内重点培养管理人才的做法，通过政策倾斜具备潜质的人员。因此对人才来说，能够满足的要求越多，所占优势就越大。

1.2 对中高级物流人才和一般操作人才需求更大

如果将人才的类别划分为初、中、高级和一般物流人才四类，那么高级物流人才最稀缺。但是除了初级物流人才仅占

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15 一流专业背景下《采购与仓储管理》课程设计及发展建议

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一流专业背景下《采购与仓储管理》课程设计及发展建议*

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【摘 要】双一流建设的提出,使得社会各界对一流本科教育给予了前所未有的关注,也对一流本科教育提出了更高的要求。为了更好地满足社会发展的需要,在一流专业背景下,积极探索专业核心课程教学改革和发展,将有助于专业建设和高素质人才培养。文中结合山东财经大学国家一流专业——物流管理专业的发展和要求,以专业核心课程《采购与仓储管理》课为例,结合课程团队建设,多维度进行了课程改革设计,包括线上线下混合式教学、课程思政建设、过程性考核评价、课程实验实践等,并提出核心课程的发展建议。有助于物流管理专业培养质量和内涵的提升,并对其他院校相关专业的核心课程建设,提供有益的借鉴和帮助。

【关键词】一流专业;采购与仓储管理;课程教学;教学研究
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Design and Development Suggestions for the Course "Procurement and Warehouse Management" under the Background of First Class Major

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【Abstract】 The proposal of the dual first-class construction has attracted unprecedented attention from all sectors of society to first-class undergraduate education, and has also put forward higher requirements for first-class undergraduate education. In order to better meet the needs of social development. In order to better meet the needs of social development, actively exploring the reform and development of core curriculum teaching under the background of first class professional will contribute to the construction of majors and the cultivation of high-quality talents. This article combines the developments and requirements of Logistics Management, which is a national first-class major of Shandong university of Finance and Economics, and takes the core course "Procurement and Warehouse Management" as an example, combines with course team building, conducts the curriculum teaching reform design from multiple dimensions, including online and offline blended learning, course ideological and political construction, process assessment and evaluation, intensive course experiments & practice, and puts forward suggestions for the development of the core course. It helps to improve the quality and connotation of logistics management professional development, and provides useful references and assistance for the construction of core courses in related majors.

【Key words】 first class major; procurement and warehouse management; course teaching; teaching research

1 引言

2015 年 10 月,国务院印发《统筹推进世界一流大学和一流学科建设总体方案》,提出要加快建成一批世界一流大学和一流学科,突出人才培养的核心地位,着力培养富有创新精神和实践能力的各类创新型、应用型、复合型优秀人才。在双一流建设背景下,社会各界对一流本科教育给予了前所未有的关注,也对一流本科教育提出了更高的要求。

近年来,物流行业发展迅速,物流技术不断更迭,对物流人才的需求也侧重于理论和实践并举的综合型应用人才[1]。因此,为了满足社会的需求,在物流人才培养过程中,物流管理专业的学生不仅需要具备综合性和专业性的理论知识,更需要全面提升人才培养的质量[2-3]。

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16 一流专业背景下基于人才培养质量提升的物流专业课程混合式教学研究

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一流专业背景下基于人才培养质量提升的物流专业课程混合式教学研究*

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(山东财经大学 管理科学与工程学院,山东 济南 250014)

【摘 要】在双一流建设背景下,社会各界对一流本科教育给予了前所未有的关注,也提出了更高的要求。为了更好地满足社会发展的需要,在一流专业背景下,积极探索基于人才培养质量提升的物流管理专业课混合式教学研究,将有助于培养综合型应用型的高素质物流人才。

【关键词】物流管理;混合式教学;人才培养;教学研究
【中图分类号】 G646 【文献标识码】 A 【文章编号】 1674 – 4993(2023) 12 – 0144 – 03

Research on Blended Teaching of Logistics Professional Courses Based on Improving the Quality of Talent Cultivation under the Background of First Class Professional

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(School of Management Science and Engineering, Shandong University of Finance and Economics, Shandong 250014, China)

【Abstract】Under the background of the dual first – class construction, all walks of life have paid unprecedented attention to first – class undergraduate education, as well as putting forward higher requirements. In order to better meet the needs of social development, researches on blended teaching of logistics professional courses based on improving the quality of talent cultivation under the background of first class professional will help cultivate high – quality logistics talents with comprehensive applicability.

【Key words】logistics management; blended teaching; talent cultivation; teaching research

1 引言

2015 年 10 月,国务院印发《统筹推进世界一流大学和一流学科建设总体方案》,提出要加快建成一批世界一流大学和一流学科,突出人才培养的核心地位,着力培养富有创新精神和实践能力的各类创新型、应用型、复合型优秀人才。在双一流建设背景下,社会各界对一流本科教育给予了前所未有的关注,也对一流本科教育提出了更高的要求。

近年来,物流行业发展迅速,物流技术不断更迭,对物流人才的需求也侧重于理论和实践并举的综合型应用人才。目前,大部分高校主要侧重于培养具备专业知识的理论型物流人才。因此,为了满足社会的需求,在物流人才培养过程中,物流管理专业的学生不仅需要具备综合性和专业性的理论知识,更需要全面提升人才培养的质量。2020 年,山东财经大学物流管理专业入选全国一流本科专业建设点,这对物流管理专业本科生的培养提出了新的要求。

基于物流管理专业的特点,结合学校物流管理专业的现状,如何改革培养模式,从科学思维、创新方法、实践动手能力等多方面提高学生的专业素质,培养出满足社会需求的具有创新意识的综合型应用人才成为物流管理专业急需解决的问题。

2 课程建设的研究意义

在物流管理本科教育方面,国外一些发达国家非常重视对学生专业素质的培养。作为物流研究的发源地,欧美高校非常重视学生培养质量的全面提升,在教学过程中加强对学生独立思考、独立分析、独立解决问题能力的培养,并采用商业计划竞赛等活动激发学生的实践创造能力,并提高学生处理物流专业问题的实践动手能力。国外在物流管理专业素质和能力培养方面的先进经验值得我们学习和借鉴。

在国内,物流管理本科教育一直是学术界关注的热点。许多研究者从因材施教、理论与实践教学融合[1]、建立教育质量工程、优化课程体系[2]、完善教学评价体系等多个角度阐述了物流人才培养质量提升和改革的建议,以及实验教学改革[3]、物流管理专业校企合作[4]、校外实践教育基地等扩展方案。以上研究具有参考价值,但是也存在侧重于局部、系统性

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17 A Problem-Oriented Progressive Teaching Method for Undergraduates to Learn Logistics Distribution Center Planning and Management Course

A Problem-Oriented Progressive Teaching Method for Undergraduates to Learn Logistics Distribution Center Planning and Management Course

Taking Location Problem as an Example

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***Abstract*—Logistics distribution center planning and management is the core course of the undergraduates majored in logistics management. It covers various optimization problems in the logistics planning field, and yields a significant systematism and a wealth of knowledge. In order to guide undergraduates to effectively learn this course, the teaching can be oriented on the classical planning problems that can integrates the large amount of knowledge from different chapters of the textbook. Since the undergraduates majored in logistics management are weak in mathematical modelling and computer programming, the progressive teaching method can be used to help them to improve these abilities gradually when learning to solve the problems. This study takes the logistics distribution center location problem as an example and systematically discuss the course design for teaching this problem based on the problem-oriented progressive method. As the first step of this research method, this research focuses on the design and teaching of basic problems with a view to introducing location problems to the students.**

Keywords-logistics management speciality; logistics distribution center planning and management; problem-oriented teaching; progressive teaching; location problem

I. INTRODUCTION

Logistics distribution center planning and management is the core course for undergraduates majored in logistics management. It combines the contents of various specialized courses of logistics management, and covers large amount of knowledge related to planning, constructing and operating logistics distribution centers. As a result, this course yields a significant systematism and a wealth of knowledge. In this course, the undergraduates are required to master not only the theoretic knowledge but also qualitative and quantitative methods that can be used to deal with the practical problems. One of the objectives of learning the logistics distribution center planning and management is to improve the abilities of finding and solving problems, so that the students can be capable of the jobs in the logistics industry or establish a solid foundation for the graduate stage in the future. Currently, learning this course is challenging for the undergraduates majored in logistics management due to the following two aspects:

(1) The textbooks for the course focus more on the introduction to theories than the combination of the knowledge with the practical problems. Therefore, during the learning process, students always feel that the contents of this course are isolated and difficult to integrate under a clear framework. They are also confused about how to use the theoretic knowledge in practice and hence lack motivation to keep focused in the course.

(2) Although they have learned courses of operations research and computer science in advance, the undergraduates majored in logistics management are still weak in relevant subjects. However, it is widely acknowledged that improving the logistics system from the viewpoints of economy, timeliness and reliability needs the support of optimization, modelling and simulation, which proposes higher requirement for the students to enhance their learning on mathematics and computer science.

Consequently, during the teaching of logistics distribution center planning and management, besides introducing the knowledge appeared on the textbook, the lecturers should also focus on improving the students' abilities of mathematical modelling and computer programming, so that they can master the thoughts and methods that can be employed to deal with practical logistics planning problems, which is of great meaning for their future work and study.

Logistics distribution center planning and management is a complicated system engineering. It contains various kinds of optimization problems, e.g., location problem, allocation problem, routing problem, inventory problem and layout problem. These problems are more specific and thereby easier to be focused on than the texture contents of the textbook. Each problem in the logistics distribution center planning and management combines various knowledge points of the course in an integrated way, which enables students to systematically understand and master the theories, methods and practices associated with the problem. Therefore, during the teaching process, it is necessary to introduce the problems to the students and then help them to analyze, understand and solve the problems. Considering the weakness of the undergraduates majored in logistics management in the subjects of mathematical modelling and computer programming, a progressive teaching

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18 新冠肺炎疫情下物流管理专业课网上教学模式探讨与实践——以《物流配送中心规划与管理》为例

新冠肺炎疫情下物流管理专业课网上教学模式探讨与实践
——以《物流配送中心规划与管理》为例

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[摘要] 新冠肺炎疫情催生了大规模的高校网上教学活动。在网上教学活动中, 设计合理可行的教学模式对于提高网上学习的有效性具有十分重要的作业。本文根据物流管理专业课知识量大、系统性强、学习难度大的特点, 以《物流配送中心规划与管理》课程为例, 设计并实践了集“直播授课”“网上研讨”“问题导向教学”于一体的教学模式, 同时强调在网上教学中需要重视学生反馈, 不断优化教学过程。

[关键词] 新冠肺炎; 物流管理; 网上教学; 教学模式
[中图分类号] C41 [文献标识码] C [文章编号] 2096-1995(2020)29-0108-02

2020年初爆发的新冠肺炎疫情导致我国各大高校无法正常开学, 教学活动无法正常开展。为了做好疫情期间新学期教学工作, 2020年2月4日, 教育部发布了《关于在疫情期间做好高校在线教学组织与管理工作的指导意见》, 2月12日, 国务院联防联控机制新闻发布会明确提出了“停课不停教、停课不停学”, 号召各大高校积极建立完善在线课程资源, 充分利用网络教学平台开展多种形式的网上教学, 做好在线教学组织与管理[1,2]。

自疫情期间新学期开始前后, 山东财经大学管理科学与工程学院积极响应教育部和山东省教育厅延期开学的相关要求, 制定本科生教学方案, 并在新学期伊始及时开展网上教学。笔者作为学院物流管理系的专职教师, 承担起了疫情期间物流管理专业课《物流配送中心规划与管理》的网上教学工作, 并积累了一定的教学经验。

新冠肺炎疫情催生了大规模的网上教学活动。如何设计合理可行的教学模式, 有效开展网上教学, 保证学习质量, 提高学习效率, 真正实践“停课不停学”, 成为所有教师共同面临的问题。物流管理专业作为各大高校普遍开设的专业, 其专业课具有知识量大、系统性强、学习难度大的特点[3]。而《物流配送中心规划与管理》作为物流管理专业的核心专业课程之一, 涵盖了物流配送系统从规划到建设再到运营三个阶段的知识, 融汇了其他物流管理专业课的内容, 具有很强的专业代表性。

本文以《物流配送中心规划与管理》为例, 对新冠肺炎疫情下物流管理专业课网上教学进行了探讨, 在分析物流管理专业课特点的基础上, 基于超星泛雅网络教学平台, 设计了集“直播授课”“网上研讨”“问题导向教学”于一体的教学模式。其中, “直播授课”环节目的在于还原线下教学场景和效果, “网上研讨”节则针对物流管理专业课的特点帮助学生实现对知识要点的学习、巩固和拓展, “问题导向教学”环节的目的在于提高学生知识学习的系统性, 锻炼学生对所学知识的应用能力, 提高学生发现问题和解决问题的能力。同时, 注重追踪教学过程中学生对网上教学的反馈, 及时进行教学内容的优化。

1 完善网上教学资源, 开展直播授课

《物流配送中心规划与管理》是一门实践性很强的专业课程, 其教学内容与物流实践息息相关。目前, 该课程所采用的教材普遍侧重于介绍性的文字内容, 无法直观展示相关的物流实践场景。因此, 在进行直播授课前需要首先需要完善网上教学资源。针对该门课程实践性强的特点, 网上教学资源应以展示物流配送中心实际作业的视频资源为主, 使得学生能够带着课本理论知识融入物流实践场景中, 加深学生对课本理论知识的理解和对物流实践的了解。

例如, 在进行“物流配送中心设施设备规划”教学时, 笔者结合物流配送中心的功能, 通过视频以亚马逊物流配送中心为例向学生们展示了物流配送中心内部的作业情况(如图1(a)所示)。在进行货架规划的教学时, 笔者结合相关视频(如图1(b)所示)进行教学, 使学生们可以结合课本上货架的相关知识更好地了解不同货架的结构特点、工作原理、适用情景等。

(a) 亚马逊物流配送中心作业场景 (b) 后推式货架作业场景

图1 视频教学资源示例

在进行直播授课时, 课本知识的幻灯片演示可与视频教学资源进行灵活组合。在进行视频播放时, 授课教师可适时进行讲解, 提示学生课本相关知识, 从而激发学生的主动思考, 在新冠肺炎疫情导致物流实习暂停的情况下, 帮助学生进行“在线实习”, 实现课本知识与物流实践的有机结合。

2 针对知识要点, 设计研讨题, 开展网上研讨

除了具有很强的实践性, 物流管理专业课具有知识点丰富、知识量大的特点。在进行网上直播教学时, 由于受到课堂教学时间的限制, 很多知识点的教学往往难以深入扩展, 从而导致学生对于一些知识要点的学习过于浅薄。因此, 为了提高《物流配送中心规划与管理》课程学习的有效性, 笔者利用超星泛雅网络教学平台的“讨论”功能, 在课程讨论区针对知识要点设计了基于图片或视频资料的研讨题, 为课后知识要点研讨提供了在线平台。

例如, 在进行“物流配送中心的选址规划”教学时, 为了使学生深入了解、掌握、应用物流配送中心选址的选址因素、选址原则等知识点, 笔者以如图2所示的以德国不莱梅物流中

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19 On Designing Experiment Teaching for Undergraduates' Effective Learning of Logistics Distribution Center Planning and Management Course Based on PBL and BOPPPS

On Designing Experiment Teaching for Undergraduates' Effective Learning of Logistics Distribution Center Planning and Management Course Based on PBL and BOPPPS

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***Abstract*—The experiment teaching plays an essential role in the undergraduates' effective learning of the logistics distribution center planning and management course. In this study, according to the characteristics of the course, the author proposes an experiment teaching design based on PBL and BOPPPS. In this design, considering the close connection between the contents of the course and various logistics planning problems, PBL is used to establish the framework of the experiment teaching of the logistics distribution center planning and management course. Then, to realize the PBL based experiment teaching framework, BOPPPS that carries out the PBL in a precise way is employed to design the specific teaching procedure for the experiment. The integration of PBL and BOPPPS provides a helpful design thinking to improve the effectiveness of the undergraduates' learning of the logistics distribution center planning and management course. It can also be applied in the course teaching of different specialties in the undergraduate education.**

Keywords- logistics management; experiment teaching; logistics distribution center planning and management course; PBL; BOPPPS

I. INTRODUCTION

The logistics industry plays a vital role in serving the commodity circulation and supporting the local and international trades, especially in the globalization [1]. Therefore, it is closely related to the development of both the economics and society of a country. There need large numbers of talents specializing in logistics management to keep efficient operations of the entire logistics system and realize the sustainable development of the logistics industry [2]. In China, the rapid promotion of the "One Belt, One Road" strategy that aims to enhance the communications between China and other countries from various aspects (e.g., trades, cultures, and politics) provides an excellent opportunity for China logistics industry to achieve comprehensive improvements [3]. As a result, talents specializing in logistics management are becoming more and more demanding in recent years.

Such a background not only creates a lot of jobs related to logistics management but also significantly increases the number of the colleges and universities that set up logistics management specialty and undergraduates that choose logistics management as their major. The undergraduate education plays a crucial role in cultivating talents [4]. It promotes industry development by continuously supplying professional talents. In higher education, the learning of specialty courses is the primary way for undergraduates to master their majors [4]. There needs high-quality teaching for the specialty courses to meet the growing demand for the talents specializing in logistics management.

There are various specialty courses that the undergraduates majored in logistics management should understand. Among these courses, the logistics distribution center planning and management course is the most important one and is difficult to learn due to the following reasons:

(1) This course covers abundant knowledge on the planning, operation, and management of the logistics distribution centers. Students are required to establish a systematic knowledge hierarchy for this course.

(2) Some of the teaching contents in its lecture course are abstract, making the students feel confused about how these contents work in the logistics practice. However, logistics management is a specialty yielding a strong communication between theory and practice. How to enhance the practicality of the specialty courses is challenging for teachers.

(3) The learning of some knowledge points (e.g., logistics distribution center location) requires the students to master knowledge of mathematical modeling and skills on computer programming in advance [2]. However, the students majored in logistics management are weak in the aspects mentioned above.

To respond to the above challenges, besides the lecture course where teachers introduce the knowledge of the course to students using slides or other multimedia materials, the logistics distribution center planning and management course also needs to establish the experiment course as an essential element in the course system [5]. As for the logistics distribution center planning and management course, its experiment course should yield the following objectives to ensure the students' practical learning:

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20 “双一流”建设背景下融入课程思政的物流管理专业规划设计类“金课”教学设计研究

• 教学研究 •
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“双一流”建设背景下融入课程思政的物流管理专业规划设计类“金课”教学设计研究

Research on the Teaching Design of the Planning and Design "Gold Course" Integrating Curriculum Ideology and Politics for Logistics Management Major under the Background of "Double First-class" Construction

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摘 要：从“教学目标体系构建—课堂教学形式与教学方法设计—课程全过程考核与评价”出发系统探讨了物流管理专业规划设计类课程“金课”全方位教学设计，在课堂教学形式细分的基础上研究了与形式相匹配的教学方法重构优化，充分发挥了混合式教学、BOPPPS教学、问题导向教学、项目式教学、案例教学和渐进式教学之间的组合优势，并将课程思政融入在课程教学设计的全过程之中，使得课程思政教学与课程教学能够有效关联、同步进行、互相支撑，促进思政教育和专业教育的双提升。

关键词：物流管理专业；规划设计类课程；金课建设；课程思政；教学设计
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Abstract: Starting from the "construction of the teaching objective system-design of classroom teaching forms and teaching methods-whole-process assessment and evaluation of the course", this paper systematically discusses the all-round teaching design of the planning and design golden course of the logistics management major. Based on the subdivision of the classroom teaching forms, we studied the reconstruction and optimization of teaching methods that match the different forms, in which we can combine the respective advantages of blended teaching, BOPPPS teaching, problem-oriented teaching, project-based teaching, case-based teaching and progressive teaching. Then, we integrated the curriculum ideology and politics into the whole process of the course teaching design, so that the curriculum ideology and politics and course teaching can be effectively correlated and synchronized, and support each other to realize a dual improvement on the ideological and political education and professional education.

Key words: logistics management major; planning and design course; golden course construction; curriculum ideology and politics; teaching design

0 引 言

2015年10月，国务院印发“双一流”建设总体方案，旨在通过提升我国高等教育综合实力，增强竞争力，实现我国高等教育由大到强的转变[1]。建设“双一流”，关键在于培养创新型、应用型、复合型优秀人才，对一流本科教育提出了更高的要求。以提高课程高阶性、创新型、挑战度为目标的课程“金课”为“双一流”建设提供了的有力支撑。同时，立德树人是“双一流”建设的核心，而课程思政是实现立德树人目标的有效途径[2]。将课程思政融入课程“金课”，对于落实“双一流”建设目标具有十分重要的价值。

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21 Serious Game Design for Teaching University Students to Address Complexity Issues in the Healthcare Logistics System: Lessons from an Emergency Department Case Study

systems

MDPI

Article

Serious Game Design for Teaching University Students to Address Complexity Issues in the Healthcare Logistics System: Lessons from an Emergency Department Case Study

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Abstract: As pioneers in this field, our role in shaping the future of serious games in healthcare logistics is crucial. Digital media design significantly influences the quality of gaming simulation studies in healthcare. The leading challenge scholars face is introducing innovative and valuable features to university students. The data–simulation–gaming pyramid could serve as a blueprint for outlining how interactive simulations could be conducted. A participatory design process is important in serious game development. More recently, the literature has illustrated the contribution of extended reality. However, researchers have not explored this research framework in detail. This paper traces the participatory design process of serious games using an emergency logistics case study in Stockholm, Sweden. It underscores the importance of choosing the correct narratives and game mechanics to support the implementation of serious games using extended reality for the demonstration of non-technical skills. The research findings are threefold. (1) The participatory design process helps to place focus on the implementing philosophy that values health equality in networked hospitals. (2) Further analysis reveals that gamification could turn everyday tasks in the emergency department, which represents a stressful workplace in a hospital, into a spectrum of learning experiences for in-demand skills, including situational awareness, leadership, communication, and ethical thinking. (3) A closer inspection of the reality-changing methods shows new requirements to shorten patient queues before and after the (implementation of the) strengthened waiting time guarantee proposal in 2024. There is abundant room for principals in healthcare institutions to implement reality-changing methods to foster collaboration at the departmental, cross-departmental, and cross-institutional levels.

Keywords: co-design; serious game; teachers and educators; medical institutions; extended reality; healthcare logistics

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1. Introduction

Emergency care awareness emerges from the interplay among health equity, policies, and technological adoption within resource allocation systems used to allocate patients between areas of the facility in settings with limited material assets, and this awareness needs