

教学成果质量与水平 3——论文与教材

1. 论文: The research on project-oriented teaching mode in international marketing course



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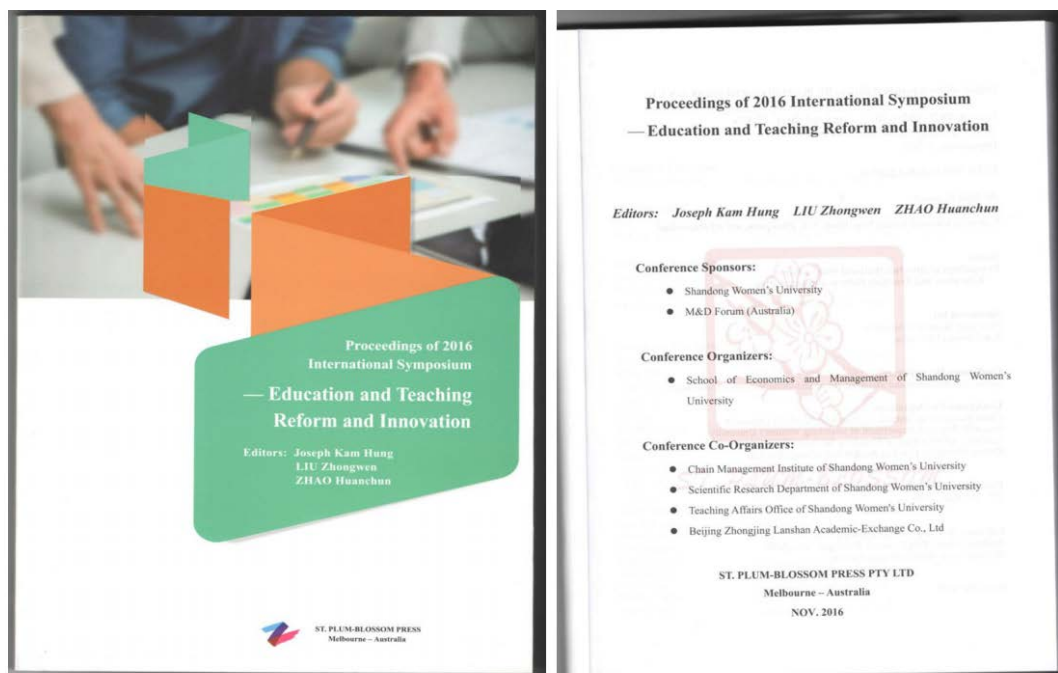
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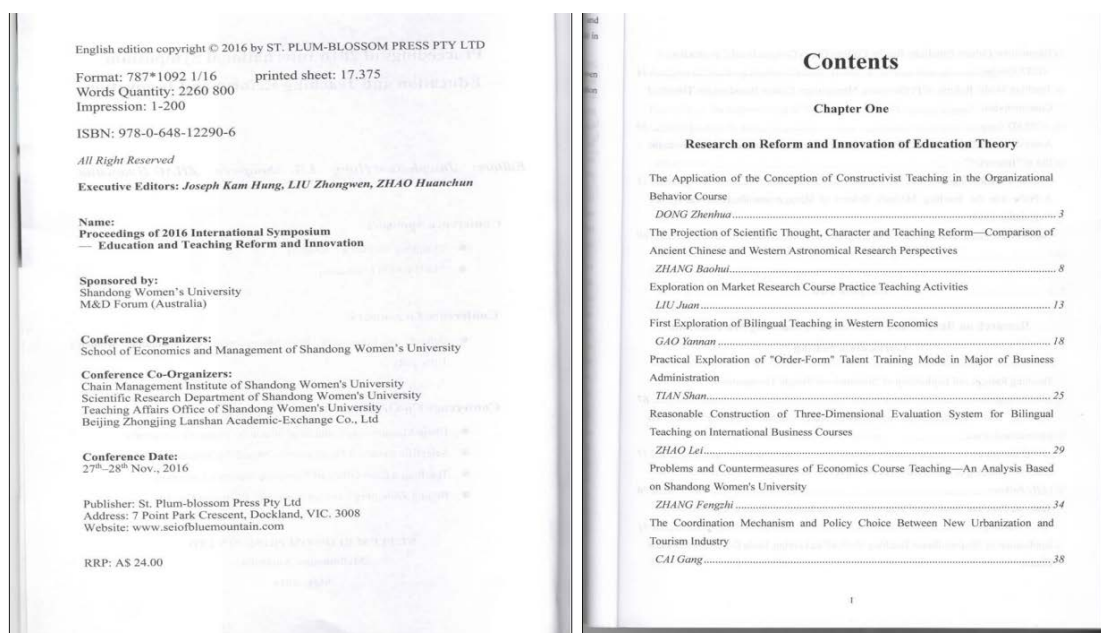
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2. 论文: Reasonable construction of three-dimensional evaluation system for bilingual teaching on International Business Courses



Reasonable construction of three-dimensional evaluation system for bilingual teaching on International Business Courses



Reasonable construction of three-dimensional evaluation system for bilingual teaching on International Business Courses

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Reasonable Construction of Three-Dimensional Evaluation System for Bilingual Teaching on International Business Courses

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Abstract: Bilingual teaching in colleges and universities is developing rapidly. However, the evaluation system of bilingual education and construction is not yet mature. To construct a reasonable bilingual teaching evaluation system of international business courses is helpful to the healthy development of bilingual education of such courses. Based on the results of the study from domestic and foreign countries, and experts' questionnaires from more than a dozen colleges and universities in Shandong Province, together with my own bilingual teaching research and experience of international business course, a three-dimensional university bilingual teaching evaluation system of international courses is reasonably constructed.

Keywords: Bilingual teaching, Bilingual teaching evaluation, Three-dimensional

1 Introduction

Bilingual teaching is a kind of teaching mode, which is applied to the teaching of non-language courses directly, and simultaneous acquisition of foreign language and subject knowledge. In the integration of foreign language and subject knowledge teaching, the appropriate use of modern teaching techniques, methods and means, teaching effect is remarkable. The development of bilingual teaching is rapid in colleges and universities. The Ministry of Education has stressed that in order to adapt to needs of foreign trade, financial and legal professionals, after China's accession to the WTO, universities generally selected international business courses as a pilot course of bilingual teaching, and gradually spread to other courses.

However, the lag of the evaluation system of bilingual teaching has become a bottleneck restricting the development of bilingual teaching. To construct a reasonable evaluation index system for the bilingual teaching of international business courses will help to improve the quality of bilingual teaching in international business courses, guarantee the effect of bilingual teaching, and promote the healthy development of bilingual teaching.

2 Principles of Establishing a Scientific and Reasonable Evaluation System of Bilingual Teaching in International Business Courses

2.1 International business subject knowledge-based principle

The bilingual teaching of international business courses is not only to improve students' ability to use English, but also to cultivate talents with international business knowledge, broad international vision and strong international competitiveness. Specifically, there are two teaching objectives: international business objectives and language applications. Different from the teaching of English and professional course should be the subject curriculum, but not the language curriculum, namely "the subject-based" principle. This principle provides guidance for the determination of many bilingual teaching evaluation factors such as the teaching content of international business knowledge should be the core content of the bilingual course of international business and teaching language as the service for subject content. In the process of teaching ratio between foreign language and native language depends on the difficulty of the subject content and students' acceptance level, bilingual teaching goal should be to reach the goal of

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international business subject and language target as the auxiliary.

2.2 Principle of student subjectivity

In the practice of bilingual teaching, teachers pay much attention to the students' English foundation, the basis of the subject, and the participation of the students in the bilingual teaching. Our monolingual teaching evaluation has often focused on the dominant role of teacher evaluation and ignores the evaluation on students' main body status. Compared to the general monolingual teaching, bilingual teaching put forward higher requirements for the teachers and students. Therefore, the evaluation of bilingual teaching, it is not only the evaluation of teachers, but also should include the evaluation of students, and fully reflect the indicators of students as the main factors.

2.3 Incentive principle

The establishment of incentive oriented evaluation index can promote the common development of students and teachers in the teaching process, which is the real purpose of evaluation. The indicators shall solicit the reasonable opinion of experts and colleagues and students; so that all can be evaluated on the same basis of fair comparison. Pay attention to the teaching process of the bilingual teachers, the flash point and innovation point, and give the affirmation and encouragement, focusing on harmonious atmosphere between teachers and students, and to continuously stimulate and encourage.

3 Three-Dimensional Evaluation Model of Bilingual Teaching

Based on the above analysis, this paper argues that a three-dimensional, multi-level evaluation system of bilingual teaching. By the organization and management of teaching management department, from three-dimensional bilingual teaching evaluation of the expert evaluation, peer evaluation, student evaluation. Three dimensional bilingual teaching evaluation model is shown below Figure 1.

Figure 1 Three-dimensional Evaluation model of Bilingual Teaching

4 The Evaluation System of Bilingual Teaching in International Business Courses

In the three-dimensional assessment of bilingual teaching mode of bilingual teaching, determine the evaluation indexes of the project reasonably is the key factor related to the experts and colleagues and students more and more fair and reasonable assessment of bilingual teaching. Based on analysis of bilingual teaching of domestic and foreign literature research results, and my experience in international

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business course bilingual teaching research and practice in bilingual teaching, and combined with the Ministry of Education "bilingual teaching demonstration course construction project evaluation index system", the bilingual teaching of international business courses evaluation index system can be divided into 3 class indexes as shown below in Table 1.

The score distribution of each index in the table is based on the evaluation index system questionnaire that I designed, through the expert investigation method. The fourteen experts in the bilingual teaching are from Shandong Normal University, Shandong University of Finance and Economics, Weifang University, Shandong Women's University and other Colleges and Universities.

Table 1 The evaluation system of bilingual teaching in international business courses

First Class index	Second class index	Third Class Index	Evaluation standard	Weight (score)
Bilingual Teaching condition (39)	Quality of teachers (16)	Teaching attitude	Teaching attitude is positive, correct, full of passion.	3
		International business Related professional knowledge background	A solid professional knowledge, teaching professional courses over three years, with a master- or doctoral degree, high academic attainments, has a certain impact in the field of the subject, understanding the frontiers of the subject.	5
		Foreign Languages Teaching ability	Foreign language proficiency is solid, can use the foreign language to express the specialized knowledge, has strong foreign language communication ability, or has foreign study experience, the pronunciation is pure.	5
	Quality of students (13)	Teaching level	Teaching experience is rich, has a strong ability to integrate teaching content. Can effectively use all kinds of teaching media and network auxiliary teaching means.	3
		Bilingual learning Attitude	To recognize the significance of bilingual teaching, actively put into the study of bilingual courses, enthusiasm learning.	4
		Foreign language ability	Have college English level four or above 1, have certain English language ability.	5
		Basic knowledge of international business	Have a certain professional knowledge of the basic knowledge, the subject and the course is suitable for bilingual teaching.	4
	Guarantee measures (10)	Funds guarantee of Bilingual Teaching	Sufficient teaching funds to meet the teaching requirements of teachers.	5
		Teaching motivation Measures	School support policies and measures to encourage the construction of bilingual courses.	5

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First Class index	Second class index	Third Class Index	Evaluation standard	Weight (score)
Bilingual Teaching process (29)	Teaching resources (10)	Bilingual teaching materials of International business	Selection of foreign textbooks or domestic authority of the original bilingual teaching materials, reflecting the forefront of the discipline of dynamic, suitable for China's national conditions. The knowledge system of bilingual teaching material is reasonable and systematic, and the difficulty of the teaching material is appropriate.	6
		Equipment resources	Special classroom, laboratory and other teaching equipment and online teaching resources has played a certain role.	4
	Teaching content (10)	Teaching objectives	The dual teaching goal, namely the subject target and the foreign language goal, is to impart the knowledge of international business, and to improve the students' ability to use English. Advanced teaching concept, focus on promoting the comprehensive development of students' professional knowledge, foreign language level and ability quality, pay attention to cultivate students' international vision and competitive ability.	3
		Teaching idea	Teaching content is suitable for bilingual teaching. The teaching content is in line with the requirements of the subject and is not lower than the standard of Chinese Teaching.	3
		Teaching Content	Flexible and appropriate use of the two languages, the use of a variety of teaching methods and models to effectively mobilize the active participation of students to learn, promote students to actively think.	4
		Teaching methods and means (9)	Teaching methods	Appropriate and adequate use of modern educational technology to promote teaching activities, and to stimulate students' interest in learning and improve teaching effectiveness.
Bilingual Teaching effect (32)	Subject goals (12)	Basic theory objectives of international business	To achieve the teaching objectives of the subject of professional knowledge, master the basic theoretical knowledge of international business.	5
		International business skills goals	Can be skilled in the operation of international business.	7
	Language Target (8)	Basic English Target	Proficiency in daily English communication.	3
		Professional English Target	Rich English vocabulary, improve the professional level of English interpretation and translation.	5

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First Class Index	Second class index	Third Class Index	Evaluation standard	Weight (score)
	Comprehensive goals (12)	Foreign business communication skills	Comprehensive use of English for foreign business related industries have greatly improved the ability to communicate	6
		Foreign business operating skills	Comprehensive use of English for foreign business related industries has been greatly improved	6
Total				100

5 Conclusion

Bilingual teaching is another kind of teaching mode different from common English teaching. It is a kind of teaching mode that the foreign language and subject knowledge are simultaneously acquired. The evaluation model of bilingual teaching and the evaluation index system of bilingual teaching are relatively few. With the continuous development of bilingual teaching in our country, the research on the evaluation of bilingual teaching will be in depth, and the evaluation system of bilingual teaching will be more reasonable and perfect.

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3. 论文: Thinking and transformation of undergraduate English teaching based on international trade

Harmonious Culture Paradigm: Reality College Green Campus Road Construction
 GUO Taiming
 Teaching Model Reform of Performance Management Course Based on the Theory of Constructivism
 CHENG Long
 Analysis on the Construction of Economics and Management Virtual Laboratory in the Era of "Internet +"
 WU Lei, ZHAO Yinglan
 A Probe into the Teaching Methods Reform of Management Decision-making and Negotiation Skills
 CAO LI.....

Chapter Two

Research on Reform and Innovation of Teaching Methods and Curriculum Setting

Teaching Reform and Exploration of "International Freight Transportation"
 GAO Pengzhao
 Thinking and Transformation of Undergraduate English Teaching Based on International Trade
 HUO Yuan Yuan
 Study on Teaching of Chain Business Principle
 LIU Peibiao
 Study on Practices Teaching of International Trade Based on Trade Integration
 SUN Haiyang
 Application of "Project-Based Teaching Method" in Foreign Trade Documents Practice

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Thinking and Transformation of Undergraduate English Teaching Based on International Trade
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Abstract: In order to cultivate foreign trade salesman better, this paper summarizes the teaching experience and collection of teaching feedback, summed up the main problems existing in the English teaching course about the foreign trade major, and that should be textbook revision, enrich the teaching content and teaching methods, and introduce the "double type" foreign trade in English teaching.
Keywords: "Shuang shi" style- teacher, Micro lesson, Teaching interaction

Introduction
 With the development of social integration, application oriented talents of international trade in China urgently needs to have higher level of foreign language, as teachers, we must start from the needs of the times, and actively explore the reform of China's international trade mode of professional English teaching, promote English teaching in colleges and universities undergraduate course in international trade to a close combination with the practice of innovation and development of the road.

1 The Characteristics of English Teaching At the Present Stage of International Trade in China

In recent years, in addition to some comprehensive universities of China World Trade Center professional, many vocational colleges have opened the professional teaching course. The characteristics of the professional is the language teaching and professional knowledge of international trade combining teaching to language teaching and professional teaching in teaching for professional students in China World Trade Center, through the cultivation of English application the ability to improve the actual work efficiency is especially important in international trade. The professional teaching in English course has become a skill training course and its basic purpose is to improve the business environment through English for business communication. Specific performance is as follows:

- 1.1 Qualified graduates of international trade should be in English Medium difficult to read (basically the same as the CET four level) of the English data, but be able to correctly understand its content: the ability to read common text materials, such as customers and correspondence, letters of credit, contract, offer notice, can write short business letters, no obvious grammatical errors can be understood. Through the use of online translation tools can be translated into ordinary, non professional line of text. Can participate in general foreign-related activities, such as reception activities, banquets, etc., and can carry out simple related business exchanges, such as international business negotiations, etc.
- 1.2 Some problems of China World Trade Center professional English in higher learning institutions English Teaching in China World Trade Center is really ordinary professional English teaching on the basis of their professional knowledge and language skills training combined. It needs the international trade of professional teachers in teaching, English teaching, professional knowledge and excellent for it to do well.
- 1.2.1 There are fuzziness in international trade English teaching objectives and standards

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Although the international trade English teaching purpose is clear, that is reflected in the undergraduate syllabus, but how to correct this assessment of the teaching goal and how to measure students' English skills, there is no clear standard. The most important Chinese in College English teaching assessment is the National Ministry of Education University grade four and grade six University examination, but in the international trade professional students, the examination of partial vocabulary assessment, 46 levels of vocabulary only as a general English vocabulary accumulation, but not the international trade specialized vocabulary. In this section it is chicken ribs

1.2.2 The problem of teaching materials
 For international trade English teaching content selection, teaching in current Chinese universities generally use two namely the selection of integrated international trade English teaching and the other is to choose the subject of international trade English textbooks, each of the two methods have advantages and disadvantages: comprehensive international trade and English teaching is helpful to improve the students' International Business English vocabulary and reading comprehension in general. While a large number of words and English textbooks on the theory, the two outstanding problems exposed in the professor of international trade English teaching malpractice, such courses can easily become an English intensive reading teaching. The teaching progress is very slow, because students are not familiar with the theory of international trade, will seriously interfere with the progress of teaching.

1.2.3 The old teaching methods cannot meet the needs of today's society and the actual work
 Presently, most of the international trade English teaching still follow the traditional teaching mode of English reading teaching, students' ability to obtain information from the materials in English reading, the students' ability of applying English, English writing, simple trade negotiations, for lacking, each university will arrange oral English class, but the teacher only give in the teaching of English pronunciation and intonation on students' help, when it comes to professional knowledge, but also will do.

2 China's International Trade at the Present Stage of the Teacher Type

After many years of efforts, the construction of the "double division" teaching staff in the major colleges and universities has experienced a period of passive adaptation, exploration and development. Having teacher" teachers have reached the total number of professional teachers required by the Ministry of Education which is 80%".
 However, in the rapid growth of the "double qualification" teachers, the teaching, research, practice and (hereinafter referred to as China World Trade Center, this phenomenon greatly affects the development and suggestions on the significance and problems of the "double teacher" teacher training in China World Trade Center.

2.1 The significance of the professional training of "double qualification" teachers in China World Trade Center
 Professional training objectives of China World Trade Center decided to develop the various colleges and with a solid basic knowledge of English language, strong English listening and speaking, reading, writing and translating skills; familiar with international trade process, proficient in handling correspondence, production import and export documents; advanced application talents who are familiar with computer network and other modern office business. The goal of the decision of the professional teachers not only need to have the solid theoretical knowledge and rich experience in teaching, but also have a strong Occupation Education Talents Cultivation Mode summarized six basic characteristics that the "double"

the teacher.
 The demand in the talent market demands the professional training of the "double qualification" teachers in China World Trade Center with the gradual establishment of the market economy system; the social and economic construction has put forward a new task for the talent training and the demand. Because under the impetus of economic globalization, the pace of international exchanges in China is accelerating, and the rapid development of foreign business. China has become a veritable foreign trade and business nation. In many areas of our country, especially the coastal city, with the increase of the intensity of reform and opening up, continuous influx of foreign capital, foreign-funded enterprises, multinational corporations and high-tech enterprises have become a new economic growth point. Especially after China's accession to the WTO, the pace of investment in various fields and industries to further increase, foreign business activities more frequently. However, according to the survey data about the show, the foreign business personnel in the country within the scope of the large and medium-sized state-owned enterprises, foreign-funded enterprises is extremely limited and moreover the foreign business professionals in township enterprises and private enterprises is almost nil. From the rapid development of the world economy and the future of China's economic development and even the future of economic development, the size of the export-oriented economy will be further expanded. All these have fully demonstrated the strong ability to communicate in English, but also has a strong practical ability of business practice has become a hot topic of social demand. And the training of these talents needs a teaching theory and teaching skills, both of which have the title of lecturer, but also has the engineer, the international business division, the economist and other vocational qualification certificates, "double teacher" teacher.

2.2 The present situation of the cultivation of double teacher type teachers
 China World Trade Center specialty "Double Teachers" present situation in recent three years with the rapid development of vocational education, occupation colleges increasingly engaged in occupation education teachers are more and more, the problem becomes more and more serious. In my department as an example, the focus is reflected in:
 Professional courses and practice guidance teachers in the Department of International Business in a total of 2975 people. According to the curriculum, the professional second year business correspondence courses, skills classes, English language import and export documents making classes, teachers and students than the suspension difference is too big. The teachers have to attend to the renewal of knowledge and training to improve the level of their own, thus affecting the education of applied type has the characteristics of higher vocational education. Most of the teachers are lack of practical experience and professional skills required by most of the teachers from the school, but the source of teachers is relatively simple, which belongs to the "middle school teachers -- University - vocational school door" three teachers. Although their cultural level is not low, but due to the lack of business experience and practice experience, quite a few people unfamiliar with the import and export business, the production of documents of knowledge, lack of comprehensive understanding of students' future jobs. This problem is not solved and it is difficult to cultivate practical talents urgently needed by the market. Because only the teacher first master the professional skills, it is possible to guide and teach students skills.
 From the introduction of the company, the lack of professional education and teaching the basic quality of the "double teacher" teacher's exact meaning, the current academic is still controversial. But the more consistent view is that the professional colleges and universities should not only impart knowledge and educate people, but also have the professional quality, professional skills and practical ability of similar engineers or technicians. Image to say, is to pick up the books can speak theory, rolled up sleeves capable of technical work of the "double division type" teachers. In recent years, I am a company from the introduction of teachers, their import and export business more familiar, but too long after graduation, but also the lack of teaching experience, the basic quality of teaching, teaching skills and so on have to be improved.
 Lack of backbone teachers and academic leaders are the key to achieve sustainable development, but also the core of the discipline construction and development. Young and middle-aged backbone teachers are

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the backbone of the field of school education, is the reserve force of academic leaders. Therefore, the academic leaders and young teachers are the vanguard to achieve "double teacher" team. But in our province higher vocational college teachers, professors, associate professors of the proportion are far lower than the requirements of the construction of higher vocational college teachers, and the real teacher leaders are less and less.

2.3 Problems existing in the training process of double teacher type teachers

There are still a lot of differences in the understanding of the "double teacher" teachers in vocational education circles. Some people think that "double certificate" that is "double division", that is, whether the teacher holds a double certificate (teacher qualification certificate, industry skill level certificate) as a criterion to judge, resulting in a lot of teachers actively put into the ranks of research. Textual research behavior has also deviated from the direction, the results appear to take the card or even the phenomenon of money to buy a certificate. At the same time also cause the teacher certificate, but some have not, and they are engaged in professional teaching skills, to put. Therefore, the "double" in the form that teachers should pay attention to the characteristics of the practice, but in the occupation qualification certificate and the actual capacity, on the basis of judgment as to whether the teachers are "Double Teachers" approach is also discuss.

Because of the national education policy has not formulated the regulations of school enterprise cooperation policy, nor for the enterprises to make demands, so many enterprises are not willing to accept the teachers in post practice. Therefore, it is not much more than the number of teachers, which can make the professional practice ability significantly improved through practical training. At the same time, due to the expansion of enrollment, the expansion of the scale of the school, full-time teachers are in a state of overload, it is difficult to organic president of time to the relevant departments to exercise and improve.

2.4 "Double teacher" teacher training strategy

To establish a stable "double" teachers in the next few years, all colleges and universities should actively from the relevant enterprise recruitment has a university degree and five years relevant experience of the foreign trade salesman, and customs declaration to Chanzhengyuan as full-time teachers, try not to directly from the university graduates in the recruitment of new teachers. Especially the training teachers. Strengthen the teacher's technical training qualified institutions should approve the plan selected each year a certain amount of teachers to the Ministry of Education of vocational education training base. It also has a wealth of practical experience in foreign trade business.

3 China's International Trade at the Current Stage of the Transformation and Innovation of Undergraduate English Courses

In today's college teaching, the students generally lack of teachers occupation burnout slightly, "teaching" and "learning" separation. In recent years, the "micro" class "Mu" new situation teaching method, plays a very important role in college teaching reform. "Micro lesson" refers to the video as the main carrier, recording teachers in the classroom teaching process around a point of knowledge, skills, or teaching and learning activities in the process of teaching and learning activities.

3.1 What is the micro class

About the definition of micro class, the use of the most widely is the view of the "micro curriculum" refers to the time within 10 minutes, there are clear teaching objectives, short content, focus on a small problem. Yu Shengguan believes that micro class is a learning platform for the design of micro resources, learning activities, learning evaluation and certification services. Based on the above understanding and practical experience, can be defined as follows: the course of micro class refers to the video as the main carrier, recording the teachers around a certain knowledge in the

classroom teaching in the teaching process, teaching process skills or teaching activities.

3.2 The changes brought by the micro class to the university curriculum

3.2.1 Interesting video will bring students back to the classroom
Small video has the teacher or students to record, play, naturally lead to knowledge point, restore work is really a scene, an increase of the attractiveness of the video and the students' initiative and participation. Curriculum through the combination of innovative case and task oriented approach to change a single lengthy traditional teaching methods, a variety of trigger sensory system. The whole course design is in line with the students' cognitive thinking process, which stimulates the students' interest in learning and doing. Video time, but also help students to maintain a high degree of attention, and be able to focus on the teaching content of the video.

4 Conclusion

To sum up, as a teacher, in the traditional teaching mode in the same course or in different classes, the same content of at least about two times or two times or more, the new teacher said is a very can exercise the level of education teaching activities, but few semester, there will inevitably be a slack occupation, the education the new method of micro class can greatly reduce the repetitive labor of teachers. The micro lesson, the teacher can give students thinking and communicating more time in class, thus deepening the classroom learning content, let the teachers "teaching is no longer a single teaching method or case analysis, and also can promote the students' individual professional knowledge and practice of organic combination.

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4. 论文: Application of project-based teaching method in foreign trade documents practices course



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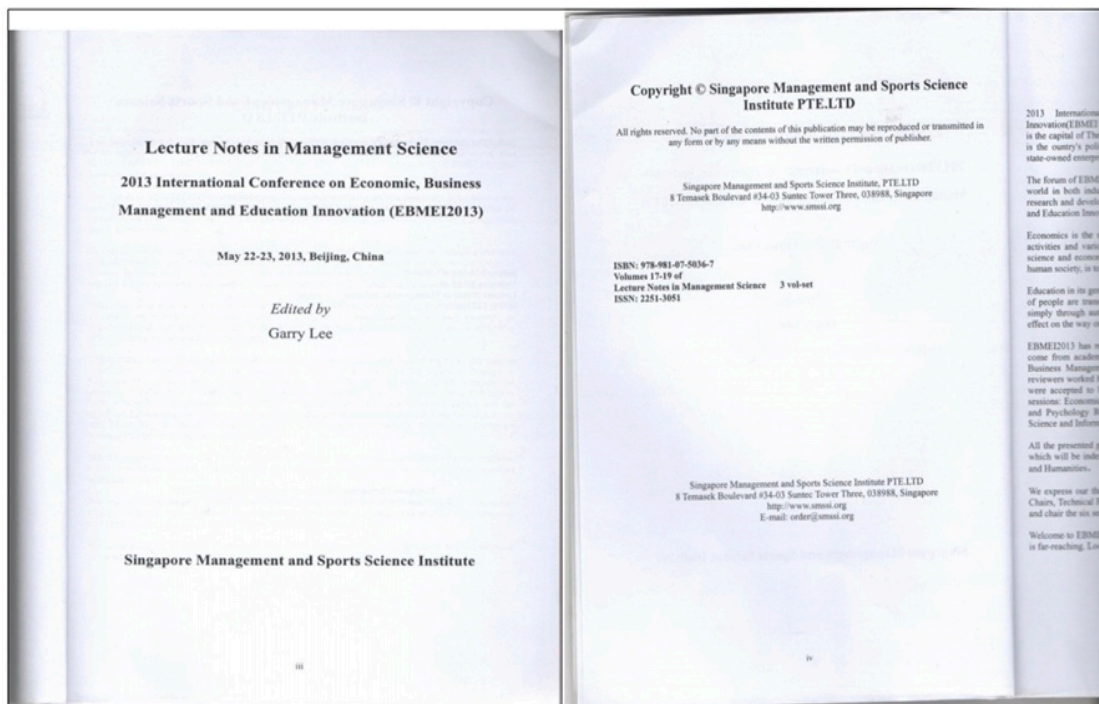
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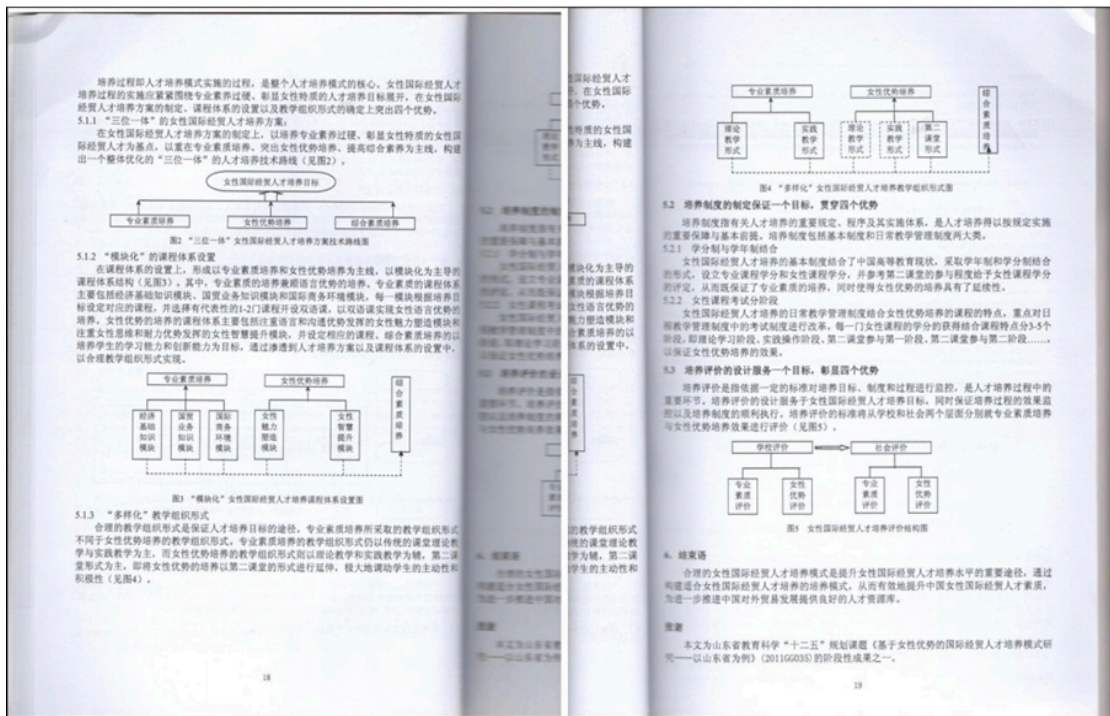
5. 论文：女性国际经贸人才培养模式的构建



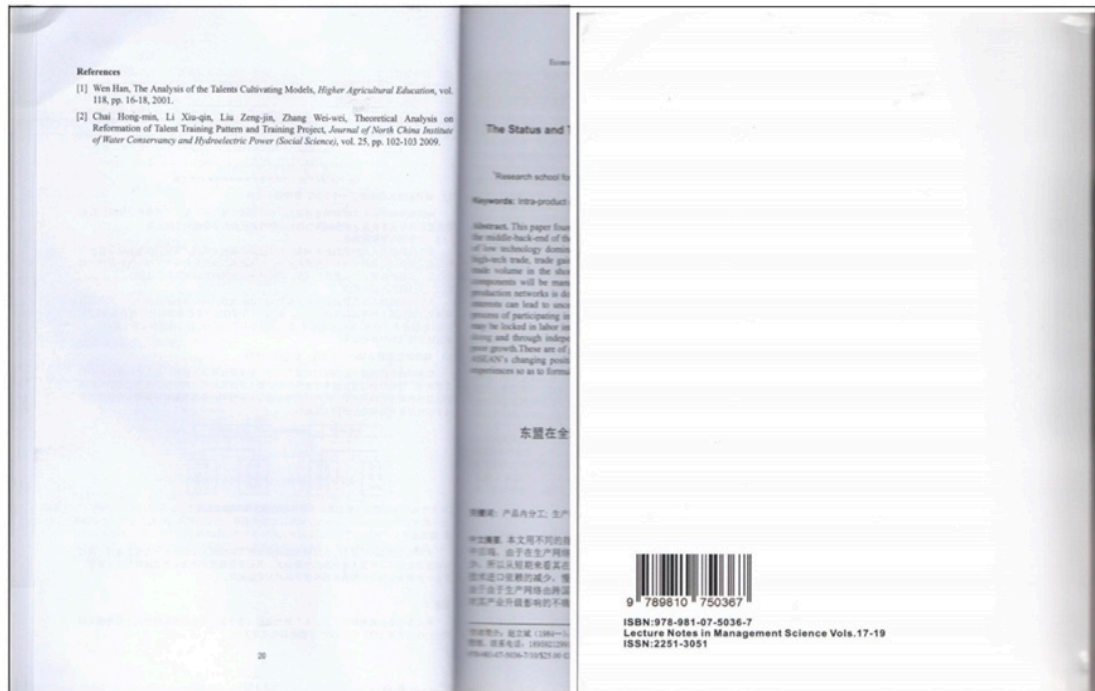
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探究式学习视角下的国际贸易专业课 双语教学实践探索

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[摘要]文章在总结国际贸易专业课双语教学实践经验的基础上,以探究式学习为理论支撑,结合国际贸易专业课的特点,探寻适合专业课教学的探究式双语教学模式,并对该模式的新理念、新思路以及在教学中应注意的问题加以阐述。

[关键词]探究式学习 专业课双语教学 模块与分段构架方式

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双语教学是推动我国高等教育国际化、培养具有国际竞争能力人才的重要举措,已成为近年来我国高等院校普遍推行的一种教学改革形式。寻求适合专业或课程的双语教学模式也已成为双语教学探索的重点之一。国际贸易专业旨在培养学生从事国际贸易业务操作、参与国际化经营管理活动以及国际贸易相关政策研究的基本技能,同时注重提高学生的外语水平尤其是专业英语应用水平,具有较强的实践性和涉外性,因此双语教学在该专业尤其是专业课程中的加强与实施具有很大的必要性和优越性。

一、国际贸易专业课的特点及双语教学呈现的问题

目前,在国际贸易专业中以双语开设的专业课程主要有“进出口业务”“外贸单证实务”“国际商务谈判”“外贸英文函电”和“国际市场营销”等。这些课程共同的特点是内容繁多,实践操作性强,而且涉及大量英语词汇和英文资料的处理,双语教学在这类课程中的实施应起到既学习专业知识又提高专业英语水平的双重作用,以提高学生的业务操作能力。

但观察这些课程的双语教学实践,我们发现,由于这类专业课内容多并杂的特点,如果采用大量专业英语词汇和英文资料的一味灌输,会使一部分学生望而却步,甚至产生厌学心理。即使英语基础较好的学生在这些课程的学习过程中既要应付大量的英语,又要掌握实际业务操作,也会感到很忙乱,忙完后又很难条理地说出自己忙了什么。也就是说,学生对于所学课程体系难以有一个整体的把握,仅仅掌握了课程中的某个或某些知识“点”,不能将该课程形成一个脉络清晰的“面”,也就很难做到整个国际贸易知识的融会贯通。结果双语教学适得其反,在学习专业知识和巩固提高专业英语水平两方面都没有达到预期教学效果,最终难以真正实现双语教学目标。这是由于教师在授课过程中仅注重了每门课程的“点”,而忽视了能将各个“点”串起来的“线”,结果学生很难将课程真正形成一个脉络清晰的“面”。双语教学也就失去了一个有序和有效开展的平台,使整个课程变成了对英语知识的灌输。

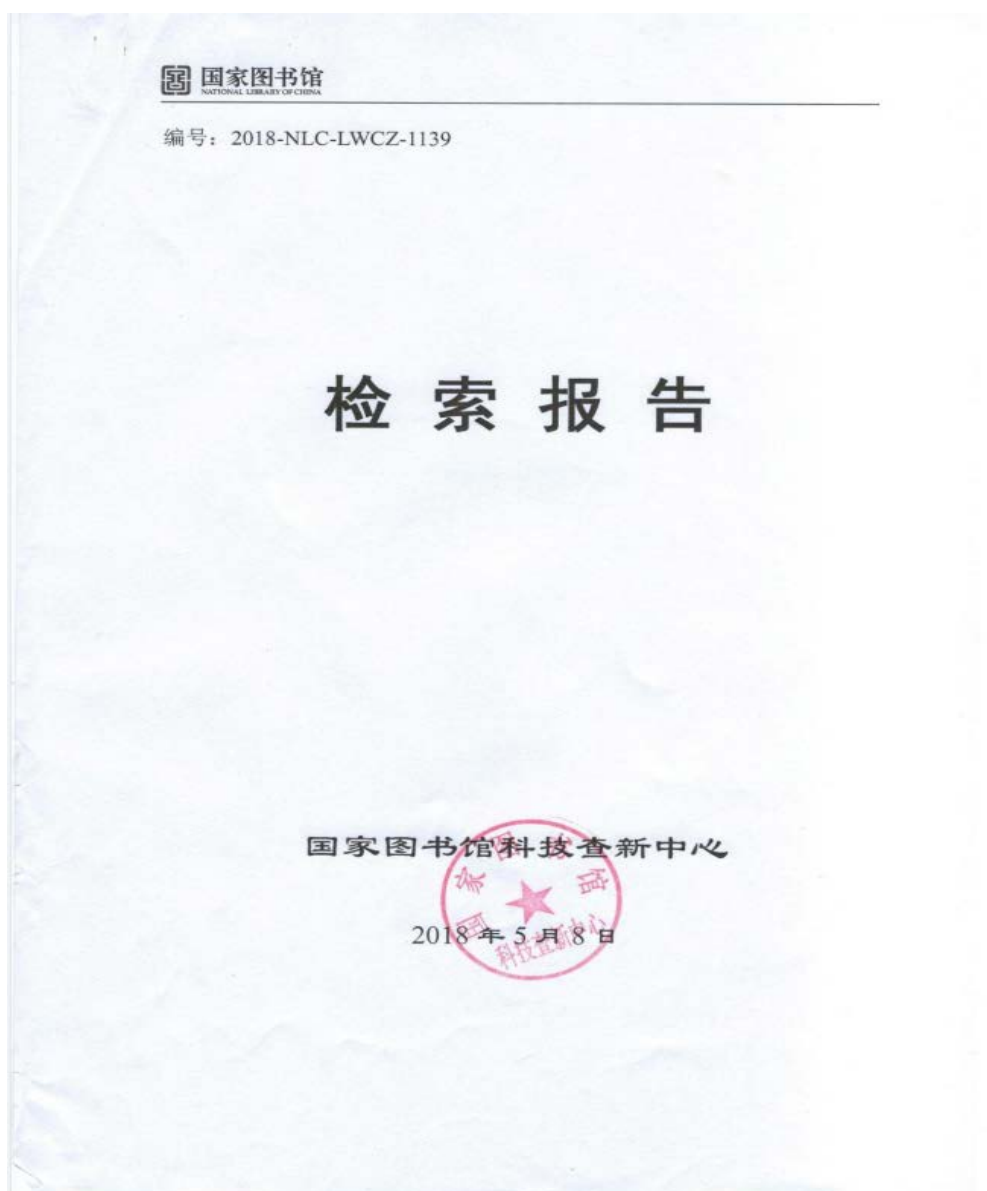
二、探究式双语教学课程设计新理念与新思路

1. 采用模块与分段构架方式,使课程体系得以清晰呈现。

探究式双语教学是将探究式学习的相关理论与双语教学紧密结合起来,通过对双语教学现存问题的分析从探究式学习的角度提出可行性对策,从而建立一种以探究式学习为导向的双语教学方法。探究式学习强调任务完成路径和解决实际问题的逻辑顺序,注重学习者逻辑思维能力的培养和综合能力的发展。探究式学习里的“任务完成路径”在国际贸易专业课程中就是被忽视的课程主“线”。这类课程的共同点是围绕国际贸易中某一类业务开设,强调业务完成过程中的实践操作,因此上述每门课程都存在一个该类业务的完成路径。在课程设计上,可以按照这一路径呈现各知识“点”的逻辑关系,即形成了课程主“线”,然后以“线”串“点”,以“线”成“面”,最终形成整个课程的体系框架。在此我们采用模块与分段构架方式,更好地呈现课程中的“点”“线”与“面”。

以外贸单证实务课程为例,在该课程中构建三大模块16分段。是指首先将该课程分为出口单证模块、进口单证模块和综合实训三大模块,然后将第一和第二模块细分为16个分段。具体来讲,根据国际贸易过程可以分为出口业务和进口业务,课程划分为出口单证模块和进口单证模块。出口单证模块主要学习出口业务中所涉及的各种单证及其流转,进口单证模块主要学习进口业务中所涉及的各种单证及其流转。在第一模块,遵循国际贸易任务完成路径,根据出口业务实际操作流程和单证缮制的先后顺序,将其细分为11个分段。按相同思路,第二模块细分为5个分段。另外针对课程旨在培养学生独立完成国际贸易单证操作技能的特点,加强学生技能培训,增设综合实训模块。学生在完成前两个模块学习的基础上,根据教师提供的案例进行外贸单证制作综合仿真练习。这样,课程紧扣国际贸易中单证业务的任务完成路径,以16分段为“点”,通过出口业务流程和进口业务流程,将其串成两条“线”,然后利用三大模块这一“主线”又使该课程形成了一个很好的“面”(见149页图),实现了“点”“线”与“面”的很好结合,使国际贸易中单证操作路径得到清晰呈现,使课程体系更加条理清楚,也为双语教学提供了很好的逻辑关系,这与探究式学习理论相一致,因此模块与分段构架设计为探究式双语教学的开展提供了很好的基础。

7. 论文: The Research on Female Economic and trade Talents Cultivation in college under the Background of “one Belt and one Road”



检索报告

检索课题: 北京中经蓝山文化交流有限公司合办的“PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION”会议发表的论文被 CPCI-SSH 数据库收录情况

委托单位: 北京中经蓝山文化交流有限公司

委托人: 邹勇

检索工具:

- Conference Proceedings Citation Index - Social Science & Humanities (CPCI-SSH) 1990-pre

检索时间: 2018年5月8日

检索人: 苗艳荣

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根据委托人提供的论文清单和检索要求,经检索以上数据库,北京中经蓝山文化交流有限公司合办的“PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION”会议发表的论文被 CPCI-SSH 数据库收录 54 篇,收录详情见附件。

特此证明!

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2018年5月8日

Author(s): Liu, Y (Liu Yu)
Edited by: Hung JK; Liu Z; Zhao H
Source: PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION Pages: 180-183 Published: 2016
Accession Number: WOS:000430036200036
Addresses: [Liu Yu] Shandong Womens Univ, Sch Foreign Languages, Jinan 250000, Shandong, Peoples R China.
Reprint Address: Liu, Y (reprint author), Shandong Womens Univ, Sch Foreign Languages, Jinan 250000, Shandong, Peoples R China.
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Record 37 of 54
Title: Research on Female Economic and Trade Talents Cultivation in College Under the Background of "One Belt and One Road"
Author(s): Guo, HL (Guo Honglei)
Edited by: Hung JK; Liu Z; Zhao H
Source: PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION Pages: 187-190 Published: 2016
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Addresses: [Guo Honglei] Shandong Womens Univ, Sch Econ & Management, Jinan 250300, Shandong, Peoples R China.
Reprint Address: Guo, HL (reprint author), Shandong Womens Univ, Sch Econ & Management, Jinan 250300, Shandong, Peoples R China.
E-mail Addresses: ghl106@163.com

Record 38 of 54
Title: The Researches on Integration of Teaching Methods of the Application-oriented Talents Training Course "Category Management"
Author(s): Li, HJ (Li Hongjie)
Edited by: Hung JK; Liu Z; Zhao H
Source: PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION Pages: 191-194 Published: 2016
Accession Number: WOS:000430036200038
Addresses: [Li Hongjie] Shandong Womens Univ, Jinan 250300, Shandong, Peoples R China.
Reprint Address: Li, HJ (reprint author), Shandong Womens Univ, Jinan 250300, Shandong, Peoples R China.

Record 39 of 54
Title: An Analysis of the Teaching Reform of the Course "Human Resource Management" Based on the Cultivation of Applied Talents
Author(s): Liu, TT (Liu Tingting)
Edited by: Hung JK; Liu Z; Zhao H
Source: PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION Pages: 195-199 Published: 2016

8. 论文: The study on Practices Teaching of International Trade Based on Trade Integration



Record 16 of 54

Title: Study on Practices Teaching of International Trade Based on Trade Integration

Author(s): Sun, HY (Sun Haiyang)

Edited by: Hung JK; Liu Z; Zhao H

Source: PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION Pages: 81-84 Published: 2016

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Addresses: [Sun Haiyang] Shandong Womens Univ, Sch Econ & Management, Jinan 250300, Shandong, Peoples R China.

Reprint Address: Sun, HY (reprint author), Shandong Womens Univ, Sch Econ & Management, Jinan 250300, Shandong, Peoples R China.

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Record 17 of 54

Title: Application of "Project-Based Teaching Method" in Foreign Trade Documents Practice Course

Author(s): Wang, XY (Wang Xinyue)

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Addresses: [Wang Xinyue] Shandong Womens Univ, Sch Econ & Management, Jinan 250300, Shandong, Peoples R China.

Reprint Address: Wang, XY (reprint author), Shandong Womens Univ, Sch Econ & Management, Jinan 250300, Shandong, Peoples R China.

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Record 18 of 54

Title: Analysis of Teaching Method Towards Human Resource Management English

Author(s): Zhang, JY (Zhang Jingyuan)

Edited by: Hung JK; Liu Z; Zhao H

Source: PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION Pages: 89-93 Published: 2016

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Addresses: [Zhang Jingyuan] Shandong Womens Univ, Sch Econ & Management, Jinan 250300, Shandong, Peoples R China.

Reprint Address: Zhang, JY (reprint author), Shandong Womens Univ, Sch Econ & Management, Jinan 250300, Shandong, Peoples R China.

Record 19 of 54

Title: Research on the Improvement of Teaching Modes of Logistics English

Author(s): Zhou, Q (Zhou Qian); Liu, W (Liu Wei)

Edited by: Hung JK; Liu Z; Zhao H

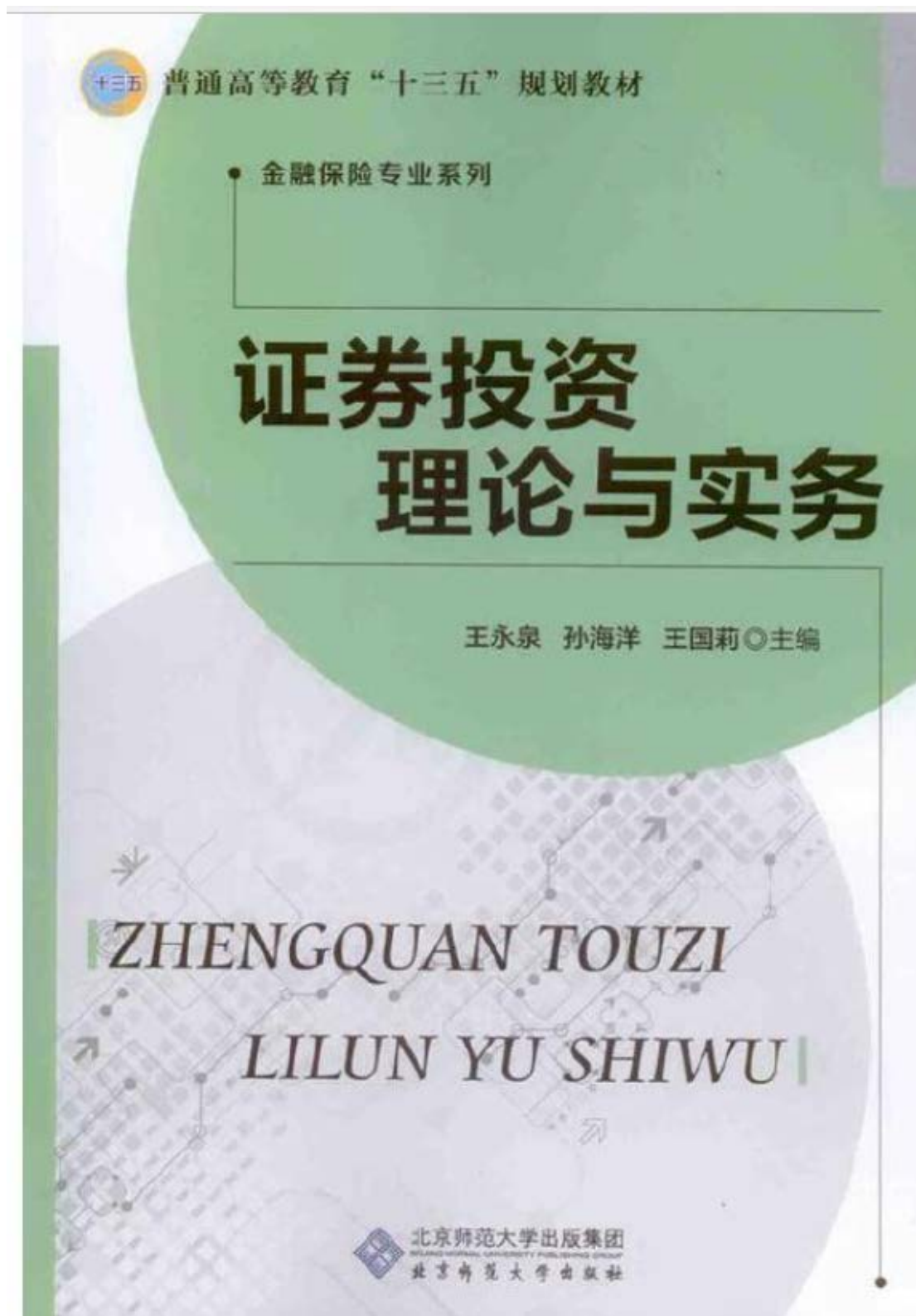
Source: PROCEEDINGS OF 2016 INTERNATIONAL SYMPOSIUM - EDUCATION AND TEACHING REFORM AND INNOVATION Pages: 94-97 Published: 2016

9. 教材：《国际金融实务》证明材料



《国际金融实务》

10. 教材：《证券投资理论与实务》证明材料



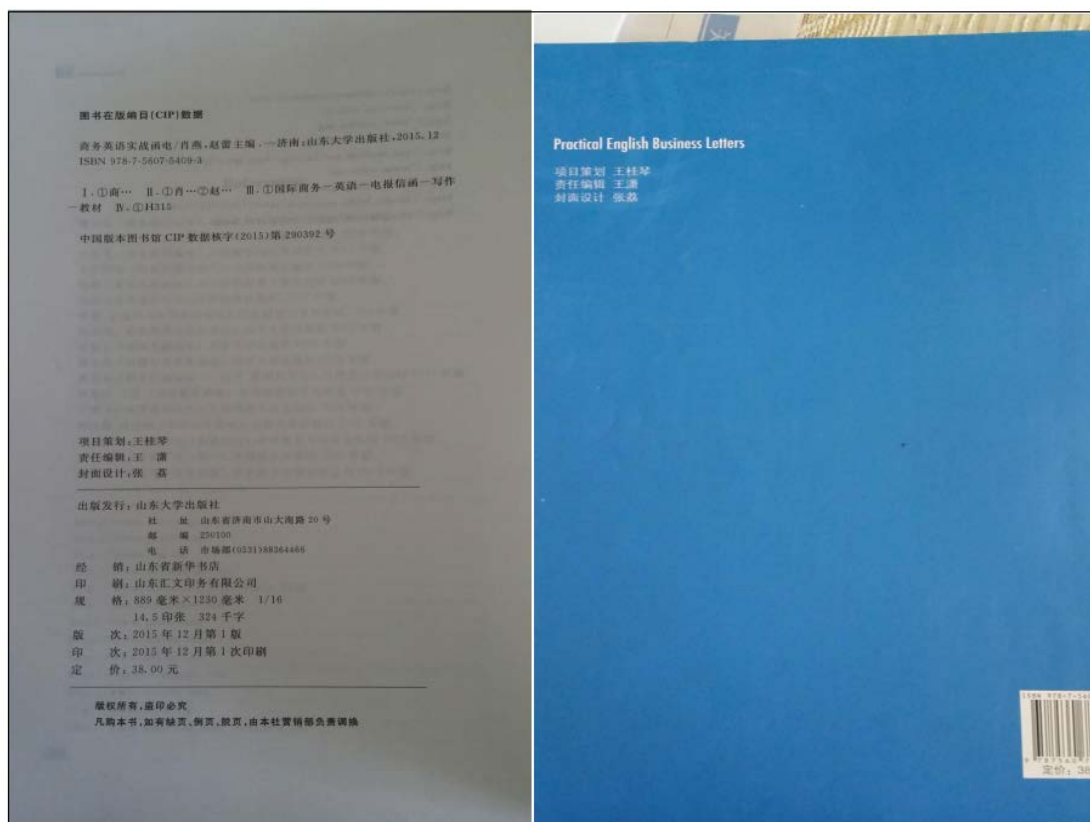
11. 教材：《新编实用理财能力训练》证明材料



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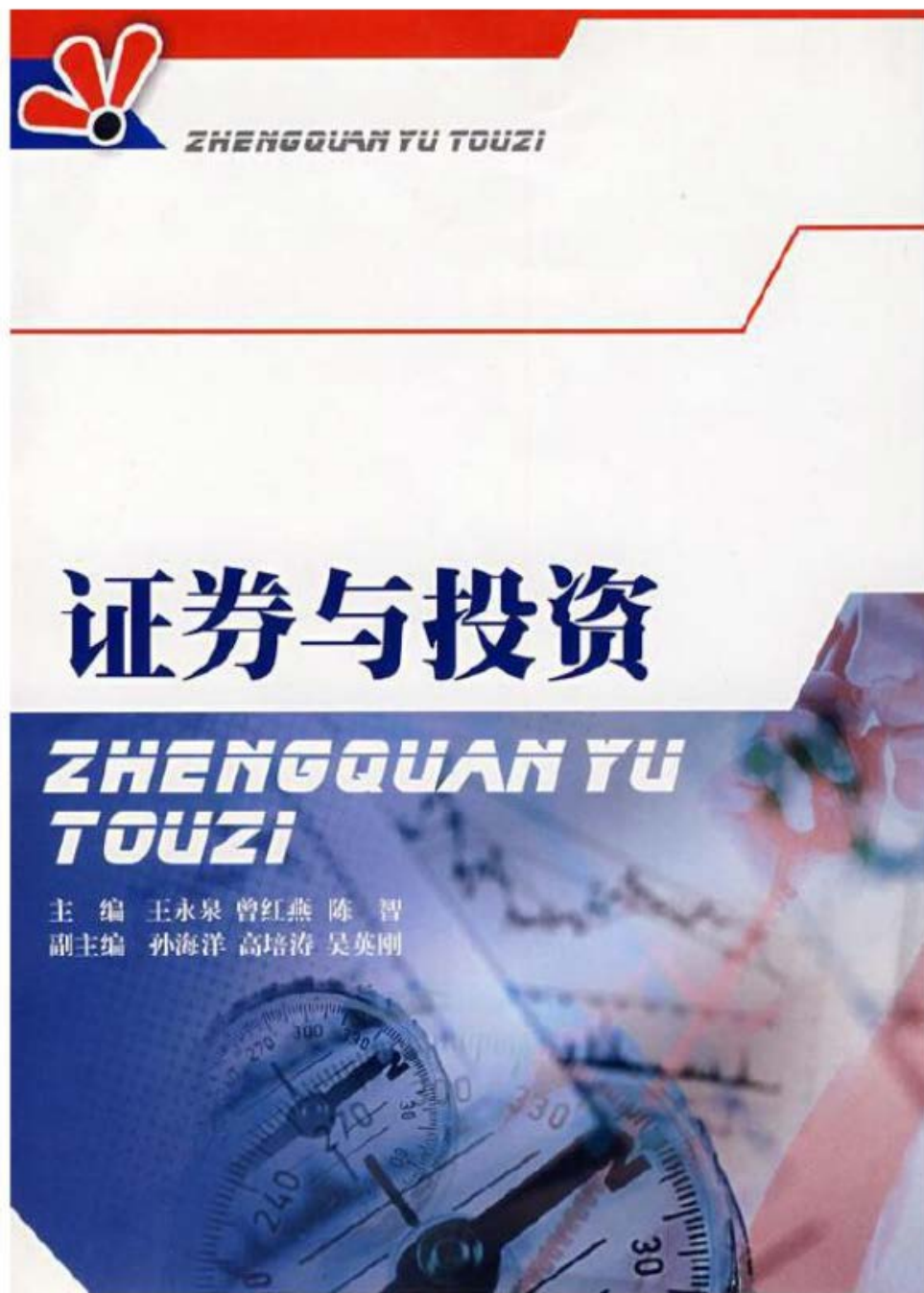


《商务英语实战函电》

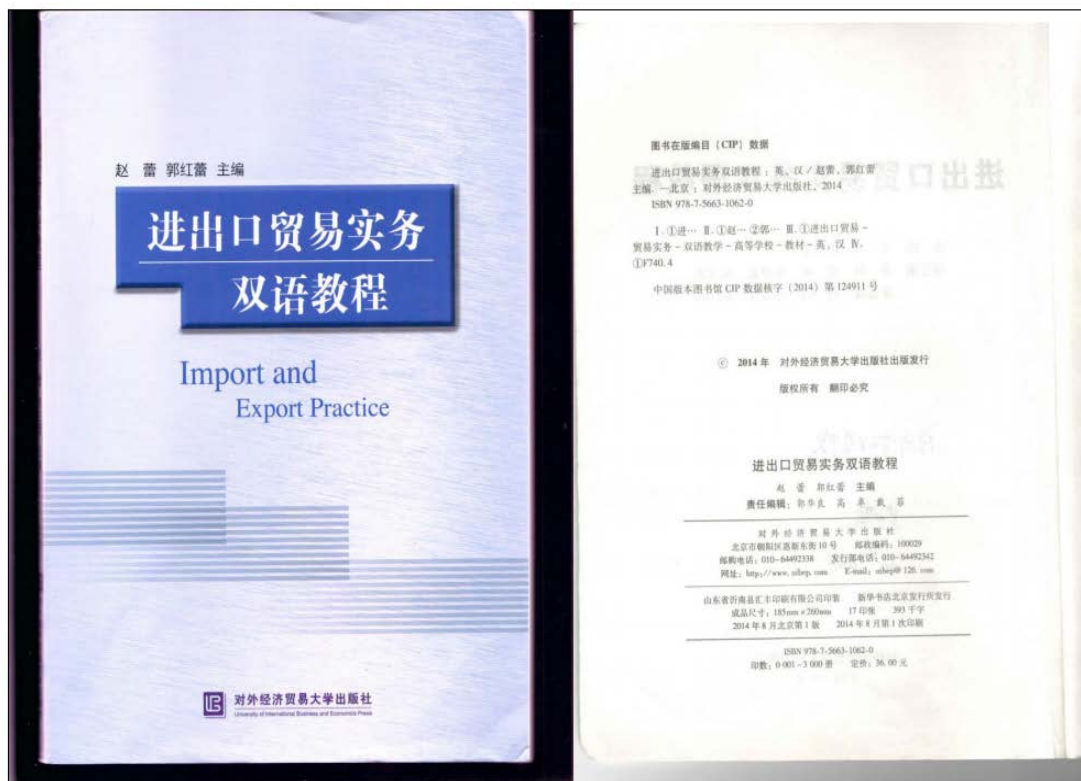


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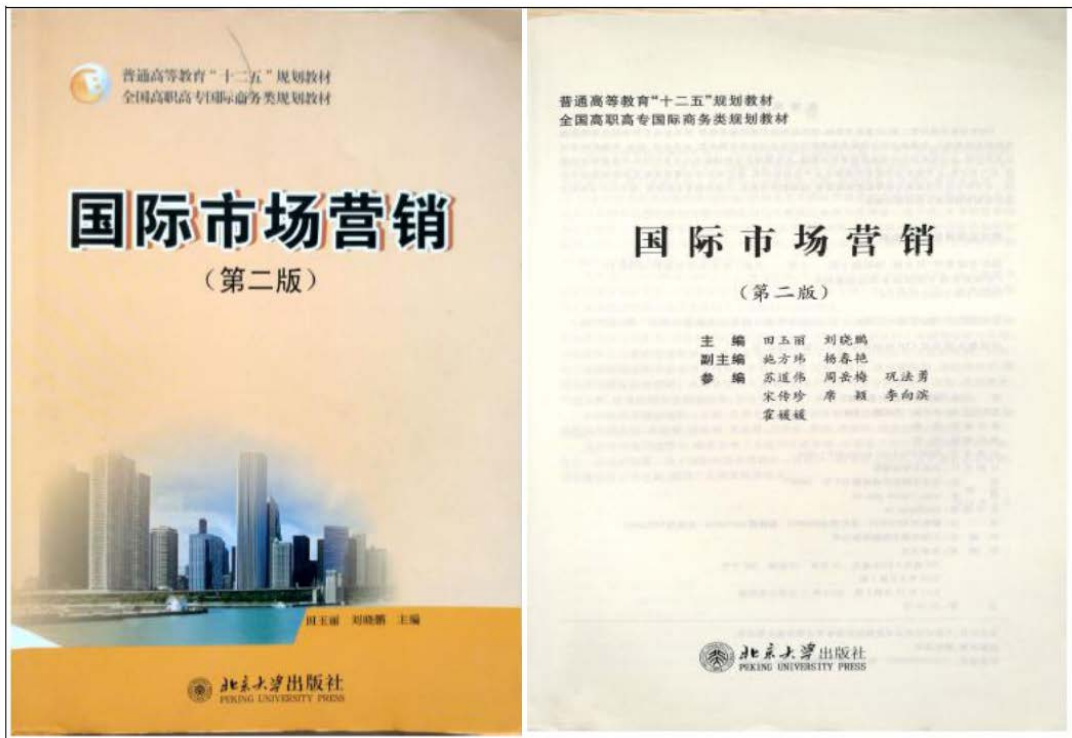


14. 教材：《进出口贸易实务双语教程》应用证明材料

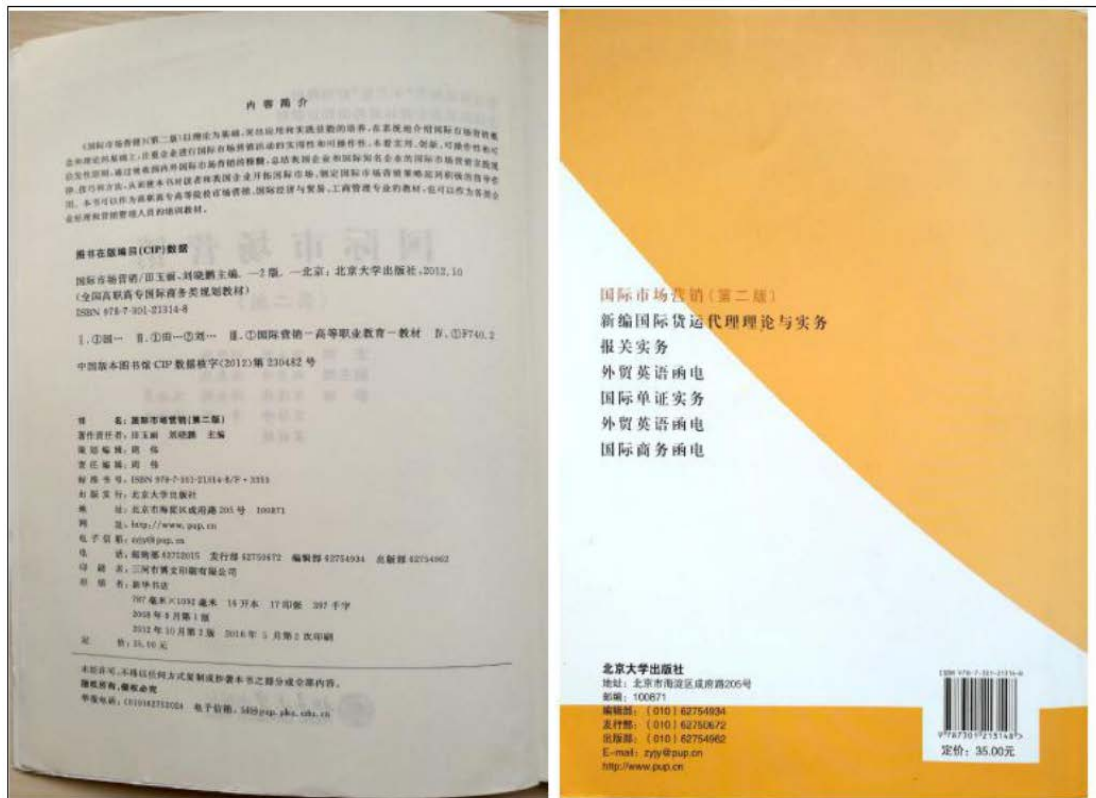


《进出口贸易实务双语教程》

15. 教材：《国际市场营销》应用证明材料



《国际市场营销》



《国际市场营销》