

A Study on the Reform of Practical Teaching in Purchasing Management Course



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Abstracts: With the development of a globalized economy and rapid changes in the market environment, procurement management, as a key link in the enterprise supply chain, has an increasing demand for professional talents. However, the traditional teaching mode of procurement management often difficult to meet the industry's composite demand for high-quality procurement management talents, and there are problems such as the disconnection between theory and practice and the obsolescence of teaching resources. Therefore, the practical teaching reform of procurement management courses has become an important task to improve the quality of education and cultivate students' comprehensive ability. This paper analyzes the current problems in the teaching of procurement management, puts forward targeted reform measures, and discusses the importance of these measures to enhance students' practical ability and theoretical application abilities.

Keywords: procurement management; practice; teaching reform

Introduction

Procurement management is a key link connecting the internal operation of the enterprise and the external supply chain, its efficiency and effectiveness directly affect the enterprise's cost control, market response speed, and competitiveness. With the development of the globalized economy and the rapid progress of technology, the field of procurement management is facing unprecedented challenges and opportunities, and the demand of enterprises for procurement management talents is biased toward their strategic thinking, market analysis ability, and cross-cultural communication ability. In the face of this status quo, the practical teaching reform of purchasing management courses is particularly urgent and important, to cultivate high-quality purchasing management talents who have both solid theoretical foundation and can be flexibly applied in practical work, to meet the rapidly changing market environment and the development needs of enterprises, and to lay a solid foundation for students' career development and personal growth.

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1. Problems in the Current Practical Teaching Process of Procurement Management Courses

1.1 Disconnect between theory and practice

The main challenge facing the practical teaching of the current procurement management course is that there is a significant disconnect between theory and practice, which is mainly manifested in two aspects: firstly, the course design tends to emphasize the teaching of theoretical knowledge while paying less attention to the cultivation of practical skills, and it is difficult for the students to apply this knowledge to solving practical problems after grasping rich theoretical knowledge (Ge, 2024); secondly, the students lack sufficient opportunities for practical operation in the process of the course, which restricts the students to solve the practical problems. enough opportunities for practical operation, limiting the ability to transform theoretical knowledge into practical skills and weakening the opportunity to consolidate learning achievements through practical activities.

1.2 Outdated teaching resources and means

The teaching materials of procurement management courses are slowly updated, and the lagging of teaching materials and case studies results in students not being able to access learning contents reflecting the latest industry development trends and technological innovations, which affects their understanding and grasp of the current market dynamics, and restricts their cognition and application of emerging procurement strategies and tools. The underutilization of information technology and educational software further exacerbates the problem of teaching quality and efficiency (Zhang, 2023), and the lack of innovative teaching methods in the context of the digital era is not conducive to stimulating students' interest and participation in learning, while also limiting the interactivity and flexibility of education.

1.3 Insufficient faculty strength

The effectiveness and foresight of purchasing management courses depend largely on professional teachers with practical experience. The shortage of professional teachers in the current teaching system and the insufficient updating of teachers' practical experience have become the key factors restricting the improvement of teaching quality. Specifically, the number of teachers who lack practical procurement management experience is insufficient, the teaching content cannot fully reflect the actual operation and the latest development trend in the field of procurement, and the limitation of the teachers' configuration has weakened the practical value of the course content and limited the students' in-depth understanding of the actual work of procurement management. At the same time, some teachers have obstacles to continuous exposure to the latest developments in the industry, which further leads to the teaching content and methods not being able to reflect the latest needs and changes in the industry promptly (Guo, 2023). Procurement management is a rapidly evolving field where new theories, technologies, and practices are constantly emerging, and it is difficult for teachers to provide students with cutting-edge learning content and thinking perspectives if they fail to update their knowledge and skills regularly.

1.4 Insufficient student participation

There is a lack of student participation in the teaching process of purchasing management courses, which is mainly reflected in the prevalence of the passive learning phenomenon and insufficient cultivation of practical skills. The passive learning phenomenon refers to the students in the learning process being too dependent on the teacher's knowledge transfer, the lack of initiative to explore the enthusiasm, limiting the development of student's critical thinking and problem-solving ability, and the current teaching system's fails to provide sufficient practical learning opportunities, so that students in the completion of the course (Tan & Hao, 2023), can not be effectively applied to the real working environment of the knowledge learned, but also unable to meet the actual needs of career development.

1.5 Disconnect with industry needs

The disconnect between purchasing management courses and industry demand is a major challenge facing the current education system, which is mainly reflected in the mismatch between the course content and the actual demand of enterprises and industries for purchasing management professionals, stemming from the insufficient consideration of industry dynamics and enterprise demand in the process of course design and updating, and the lack of sufficient industry inputs, which leads to the teaching content may not be able to keep up with the market trends and technological development.

2. Reform of Course Content and Structure

2.1 Course design combining theory and practice

In the reform of procurement management course content and structure, realizing the curriculum design that combines theory and practice is one of the core objectives. The curriculum should contain the latest procurement theories, such as supply chain management, strategic purchasing, cost control, etc., and combine them with the challenges and solutions of the current procurement practice. Industry experts are regularly invited to give special lectures or seminars to provide students with profound insights from practitioners' perspectives, and to understand directly the industry's most cutting-edge knowledge

and technology, building a deep understanding of industry trends and professional ethics. The participation of industry experts, ranging from real-world experience to strategic thinking, provides students with valuable learning resources and enhances their understanding and preparation for a career in purchasing management (Wu, 2023). The implementation of this curriculum reform requires universities to establish close cooperative relationships with enterprises and industry associations to ensure real-time updating and practicability of the teaching content, which promotes the development of students' critical and creative thinking and also lays a solid foundation for their future career in the field of procurement management (Zeng, 2023).

2.2 Expansion of practical teaching content

Enterprise procurement process simulation activities can provide students with a virtual procurement environment, practice the development and implementation of procurement strategies in simulated business situations, including supplier selection, contract negotiation, cost analysis risk management, and other key aspects, so that students intuitively understand the various links in the procurement process, and how these links interact to affect the overall procurement effect, but also to hold procurement case study competitions. Students are encouraged to analyze real or conceived procurement scenarios in depth, propose solutions in a challenging way, exercise their critical thinking, teamwork, and public speaking skills, deepen their understanding of procurement management theories in competition and cooperation, and apply them to practical problem solving (Chen, 2023). At the same time, the application teaching of procurement software, such as SAP and Oracle, enables students to master the automation and digital operation of the procurement process and understand the application of big data analysis in procurement decision-making, and the cultivation of such technical skills is a must for students to adapt to the modern procurement workplace. In the reform of practical teaching methods, the introduction of the case teaching method is crucial to improve the teaching effect of procurement management courses and the practical

problem-solving ability of students. The latest and highly representative procurement management cases are selected, which cover the optimization of traditional procurement processes to the application of modern information technology to complex procurement strategies, and also include facing the challenges of globalized supply chain management such as supplier relationship management, risk assessment and mitigation strategies and other aspects. It also includes challenges in globalized supply chain management, such as supplier relationship management, risk assessment, mitigation strategies, etc., to ensure that students can fully understand and respond to the key issues and challenges in the field of procurement management. Through the case teaching method, students discuss and analyze the problems in the case together and propose creative solutions. The in-depth analysis and program design during the discussion process can combine theoretical knowledge with practical operation and enhance the ability to solve practical problems. To maximize the effect of the case teaching method, teachers should constantly update the case library and introduce cases covering the latest industry trends, technological innovations, and market changes, to ensure that the teaching content is cutting-edge and practical.

2.3 Modularization design of the course

The modularization design of the procurement management course divides the course into three stages: basic, advanced, and advanced, each of which integrates theoretical learning and practical operation, aiming to gradually deepen students' mastery of the knowledge and skills in the field of procurement management, as well as to enhance their practical application ability (Zhang, et al., 2023). In the foundation stage, the course focuses on building students' comprehensive understanding of the basic concepts, principles, and processes of purchasing management, introducing the core theories of purchasing management, such as supply chain fundamentals, sourcing strategies, supplier evaluation, and selection, etc., together with relevant small-scale case studies and simulation exercises, to enable students to acquire the necessary theoretical foundation and initial practical experience. The

advanced stage focuses on the exploration of complex issues and advanced strategies in purchasing management, such as cost management, quality control, international sourcing, contract law, etc., to enhance their ability to analyze problems, formulate strategies, and execute purchasing plans. At this advanced level, the program is designed to refine students' professional knowledge systems and practical skills, with special emphasis on the development of strategic thinking, innovative approaches, and leadership. Students will be able to effectively apply their professional knowledge to solve complex purchasing problems in real work environments. At the same time, this phase encourages students to conduct independent research and explore new trends and technologies in procurement management by providing research topics and internship opportunities, to develop their lifelong learning ability and innovative thinking.

2.4 Internship approach

Purchasing management course internship opportunities are internship programs carried out in cooperation with enterprises, students participate in actual purchasing management under the guidance of professionals, gain valuable practical experience and vocational skills, learn how to communicate and collaborate effectively in the workplace environment, as well as how to solve the problems encountered in the actual work, the accumulation of such experience is of great value to the future career development of students, practice-oriented teaching reform, helps students construct a practice-oriented teaching reform, and helps students to develop their lifelong learning and innovative thinking. The practice-oriented teaching reform helps students build a solid professional foundation, and also stimulates their enthusiasm for the purchasing management career, laying a solid foundation for their future success in the field of purchasing (Han & Xie, 2023).

3. Evaluation and Feedback Mechanism Construction

3.1 Evaluation system construction

In the teaching reform of the procurement management course, a comprehensive and effective

evaluation system includes two main parts, namely, process evaluation and result evaluation, which emphasize both the performance of students in the learning process and the ultimate presentation of learning results. Process evaluation focuses on assessing students' participation and contribution to the learning process, including the activity of classroom discussion, participation in teamwork projects, and the depth and innovativeness of case study reports, etc. It encourages students to actively participate in classroom interactions, promotes active learning and teamwork, and at the same time emphasizes the cultivation of knowledge application and critical thinking skills. Through process evaluation, teachers can keep abreast of students' learning progress and problems and provide students with personalized guidance and assistance. Outcome-based evaluation focuses on the results of the learning process, and students' learning effectiveness is comprehensively assessed through final exams, internship reports, and project results. This part of the evaluation aims to test the student's mastery of the core knowledge of purchasing management and their ability to apply theoretical knowledge to solve practical problems. The implementation of outcome-based assessment provides students with the opportunity to demonstrate their learning outcomes and also provides teachers and educational institutions with a basis for reflection and optimization of the curriculum. To ensure the fairness and effectiveness of the evaluation system, it is necessary to establish clear evaluation standards and diversified evaluation methods, and at the same time introduce external evaluation mechanisms such as peer review and industry experts' comments to increase the objectivity and authority of the evaluation.

3.2 Feedback mechanism

Feedback mechanism is a key link to ensure the continuous optimization of teaching quality, which focuses on collecting feedback from students and enterprise tutors regularly, adjusting the teaching content and methods based on this to ensure that the teaching activities can keep pace with the development of the industry, and at the same time, meet the learning needs of students and their career

development goals, based on the feedback from students' satisfaction surveys of the courses, internship evaluation reports, feedback on the results of the projects, and regular face-to-face discussions. The feedback mechanism is based on course satisfaction surveys, internship evaluation reports, feedback on project results regular face-to-face seminars, etc. It collects feedback from students and obtains valuable information on course content, teaching methods, course resources, the teaching environment, etc., which provides teachers with the basis for improving and personalizing teaching strategies and contributes to the continuous optimization of the course content and teaching methods. Areas that need to be strengthened, and direct feedback from the workplace is an important reference for adjusting the teaching content and enhancing the practicality of the course (Sun, 2023). In addition, the feedback mechanism should include effective information feedback channels and processing processes to ensure that the opinions of students and business tutors are collected promptly and seriously considered. Regular feedback seminars and revision meetings can enable the faculty team, students, and business partners to participate in the process of course improvement, and promote continuous innovation and improvement of teaching content and methods.

4. Resources and Support

4.1 Faculty training and development

Teacher training and development is an important support to ensure the teaching quality and course effectiveness of the procurement management course. Regularly organizing teachers to participate in professional procurement management training updates and improves their professional knowledge, and also introduces new teaching concepts and methods, covering the latest procurement management theories, technological advances, industry best practices, as well as the enhancement of teaching skills in a variety of dimensions, aiming to comprehensively improve teachers' teaching ability and professionalism. In addition, teachers are encouraged to conduct industry practice and research to gain an in-depth understanding of the current

practical needs and challenges in the field of purchasing management, to enrich their practical experience, to make the teaching content more relevant to the real world, and to enhance the application value of the course. Meanwhile, teachers' industry research can build a bridge between academia and practice, promote the effective combination of theory and practice, and promote the innovation and development of procurement management knowledge (Liu & Liu, 2023).

4.2 Updating and enrichment of teaching resources

The updating and enrichment of teaching resources is an important factor in the continuous improvement process of procurement management courses to enhance the quality of education and students' learning experience. Introducing the latest teaching software and tools, such as procurement management systems, supply chain analysis software, and project management tools, enhances students' learning interactivity and practical operation ability, helps students acquire and process information more efficiently, and provides a more vivid and practical learning experience (Zhang, et al., 2023). At the same time, with the establishment of practice bases in cooperation with enterprises, enterprise partners can participate in the process of designing and updating the course content to ensure the real-time and practicality of teaching content, and to enhance the industry relevance and foresight of education. To achieve these goals, universities need to establish stable cooperative relationships with technology suppliers and industry-leading enterprises, and regularly evaluate and update teaching resources to ensure that they can meet the needs of teaching and learning.

Conclusion

In summary, the reform of practical teaching in purchasing management courses requires the joint efforts of teachers, students, and enterprises. The reform strategy proposed in this paper aims to build a teaching system that meets the needs of the modern procurement management profession, improves students' interest in learning, enhances their practical ability and innovative thinking, and lays a solid

foundation for student's future career and personal development. The reform of procurement management course teaching should continue to follow the development trend of the industry, optimize and adjust the teaching strategy continuously, to cultivate more high-quality professionals in procurement management that meet the needs of social and economic development.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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