

Discussion on the Teaching Implementation of VBSE Virtual Simulation Training Course

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Keywords: VBSE, virtual simulation, comprehensive training.

Abstract: The purpose of setting up VBSE virtual simulation training course is to move enterprises into the campus, provide comprehensive pre-job training for multi-specialty students before graduation, and also serve as a post training tool for enterprise personnel. Through several years of teaching, this paper elaborates on the overall cognition, teaching implementation and teaching summary of the course, and puts forward specific measures for the course construction, providing reference for the course construction of virtual simulation practice teaching in colleges and universities.

1. Introduction

VBSE virtual simulation practice teaching is based on the typical business of manufacturing enterprises, aiming at the training of post skills in various departments of enterprises. It provides students with highly simulated enterprise working environment, business process and business data. It enables students to understand the production and operation business of enterprises through task-driven and role-playing exercises, master the working skills of each post, and familiarize themselves with each post day regular work and main business processes, to achieve zero docking between simulation training and enterprise employment, truly "move enterprises into campus".

2. Characteristics of VBSE Virtual Simulation Practice Teaching Course

The course adopts the "virtual business social environment" practice platform, which enables students to recognize and familiarize themselves with the work contents of different occupational posts in modern business society in the simulated business social environment, train students' comprehensive decision-making ability and innovation ability needed for business management, and cultivate students' overall awareness and comprehensive professional accomplishment.

2.1. Characteristic of Teaching Organization - Mixed Classes for Students of Multiple Majors

VBSE Virtual Simulation Practice Course also organizes business management, financial management, marketing, accounting, information management, finance, trade and other business students to form virtual enterprises, operate together, and achieve comprehensive training.

2.2. Characteristic of Course Setting--High Simulation of Business Environment

From the perspective of the supply chain of the real commercial society, a panoramic commercial society is constructed, which includes the supply of raw materials, manufacturing, logistics, trade and trade services, trade and sales, foreign governments, banks, customs and other government regulatory service agencies. Can accommodate more than 50-230 professionals to attend classes together.

2.3. Features of Job Selection - Selection of 18 Core Jobs in Manufacturing Industry

With the child car manufacturing industry as the core, we carefully select 18 core posts, including human resources department, administrative department, financial department, production planning department, market department, sales department and warehousing department, for students to apply for posts to form a virtual company.

2.4. Characteristic of Teaching Process - Teaching and Assessment in accordance with Enterprise Standards

This course covers the complete design of enterprise from manual management to information management. Teaching design refines nearly 100 key tasks and daily tasks for internship posts. For each task, it has task flow and implementation guidance. Make students deeply experience the difference of business process and work requirement under the two management environments.

2.5. Teaching Teachers' Characteristics--Four Double-Teacher Teachers

The class is mainly taught by teachers of finance management and accounting specialty. Teachers of marketing, business management and logistics management specialty need double-qualified teachers with working experience in enterprises to assess students according to the requirements of enterprises.

2.6. Characteristic of Instructional Design - Enhancing Interest in the Form of Confrontation Competition

Virtual business environment is mainly composed of 6-10 children's car manufacturing enterprises, covering supply enterprises, consignment trading companies, logistics service companies, auditing departments, government departments, banks, customs and so on. Through the competition of manufacturing enterprises, the antagonism and interestingness of courses are increased.

3. Teaching Implementation of Virtual Simulation Course

3.1. Choosing the Timing of Class Opening

Because of the comprehensive and practical nature of the training course, it is more suitable for students to set up after completing the corresponding pre-curriculum and related professional skills training, so as to lay a leading knowledge reserve for the course.

In view of the fact that college students usually have to carry out social practice in their senior year, it is suggested that the course should be arranged centrally before social practice, and a unified mode of operation of the training week should be implemented. It can also be tried to arrange centralized teaching for 1-2 weeks in the summer primary school to ensure the time adequacy of comprehensive training teaching for all majors.

3.2. Teaching Preparation

The teaching venue chooses a whole open training hall, about 300-400 square meters. Site layout centers on core manufacturing enterprises, providing peripheral services to support supply chain upstream and downstream enterprises to arrange around core enterprises, taking into account the convenience of business exchanges between enterprises and the convenience of teachers to control the whole site. Hardware environment involves servers, computers, network equipment and teaching aids. Training materials such as supporting documents, simulation currency, business license and official seal preparation are well prepared. Teachers prepare lessons adequately.

3.3. Teaching Process Management

3.3.1. Training Preparation

There are eight specific processes to be completed in the preparation stage of the training.

① General mobilization of practical training: The lecturer gives a unified lecture on the purpose, content, time arrangement, organizational form, requirements and assessment of the practical training. Training mobilization will enable students to understand the significance of training, clarify the requirements and working norms of training, and understand the evaluation index system of training assessment.

② Post Competency Assessment: All students are assessed for their comprehensive quality. The training system automatically extracts and scores questions. The types of topics include basic quality, general management knowledge and so on.

③ Competition for CEO: Select the candidate with the highest comprehensive evaluation as CEO candidate, and then refer to personal wishes and teachers' recommendation to determine a number of CEO candidates. Candidates' statements include their understanding of CEO's role, value propositions, and principles. All the students who participated in the training voted. Ultimately, the number of votes a candidate receives decides whether to win or not.

④ Recruitment Management Team: After the successful election, the CEO recruits the human resources manager of the enterprise, produces recruitment posters, puts forward job requirements, collects and screens recruitment resumes, and interviews candidates. Each student holds the application

registration form filled out by himself to apply for a job in an intending unit, and chooses to determine his own enterprise and position in two directions.

⑤ Establishment of the company, familiar with the basic situation of the enterprise: After the confirmation of the company's management team, the CEO convened the company's founding meeting to introduce the company's organizational structure, share the enterprise's strategy and future development prospects with the management team.

⑥ Receiving office supplies: Receiving necessary office equipment and office appliances. Including the documents, accounts, corporate seals, simulated currency used in the training, etc. sent to various jobs.

⑦ Pre-job training: Pre-job training should give employees the necessary knowledge and skills to complete their work, so that new employees can master the basic requirements such as methods, procedures, business rules, key tasks and original documents filling and identification. Use a variety of training methods. It includes teachers' on-site training, multimedia courseware and self-study mode.

⑧ Familiar with business data at the beginning of the enterprise: after the establishment of the new management team, it is necessary to carry out business handover with the previous generation of managers of the enterprise, especially the key is to clear up the incomplete business managed by various departments in order to enable the business to continue coherently.

3.3.2. Job Experience

Job experience is the main content of comprehensive training. According to the different business management environment, it can be divided into two stages: manual management environment, post experience and information management environment.

① Cognize the business process of enterprises, understand the allocation of enterprise resources, the establishment of enterprise organizations and a series of management systems. Learn to work with others to achieve corporate goals.

② Completion of post work: one is business work, which has a close logical relationship with other people's activities, and is completed in sequence at the prompt of the system in accordance with the sequence of business process execution; the other is daily work, such as reimbursement of office expenses. It can be done at any time as required.

③ Experience Manpower Management: Under the manual management mode, through the circulation of documents, we can clearly see how the occurrence of enterprise business drives the flow of logistics, information flow and capital flow, so as to have a holistic understanding of the overall picture of enterprise management.

④ Experience information management: combing the original business, optimizing business processes, deepening management accuracy and improving management efficiency, combining business needs and the advantages of computer systems. This stage of teaching through the full experience of post work under the information environment, let students compare the workflow under the two environments of manual and information, experience the convenience and speed brought by information to management work.

3.3.3. Summary of Practical Training

Students in highly simulated social organizations engage in "work" of different occupational positions, train the comprehensive executive ability, comprehensive decision-making ability and innovation and entrepreneurship ability needed to engage in business management in modern commercial society,

understand enterprise management under complex marketing environment, learn to work, learn to think, so as to cultivate their overall awareness and comprehensive professional accomplishment. Every student is full of harvest, perhaps with a little regret. At the end of the training, the teacher organizes a summary meeting, and the students share their inner dribs and drabs with you. This will be an important experience in personal growth and a new starting point for the future career. Summary is the last link of simulation training, which is recorded as part of the overall practice results. Realistic portrayal as a practical experience.

4. Summary of VBSE Virtual Simulation Practice Teaching

This course enables students to experience the resource allocation and social division of labor in the business society through business simulation of enterprises and institutions, and achieves the teaching objectives of "combining theory with practice, giving consideration to both knowledge and ability, having both personality and commonality, emphasizing both realism and innovation". The key points of teaching are as follows:

4.1. Double-Qualified Teachers with Different Industry Backgrounds are the Prerequisite to Ensure the Quality of Curriculum.

VBSE virtual simulation practice teaching realizes the vision of bringing enterprises into the campus, but as we all know, a complete enterprise environment, including multi-level cross-professional talents, has brought great challenges to the teaching teachers because of the wide range of professions involved in the course. The course requires simulated enterprise environment, and requires teachers to have certain industry background and practical experience in enterprise work. Selecting the teachers of this course carefully is the premise and important guarantee of the teaching quality of VBSE virtual simulation practice.

4.2. Arousing Interest and Changing Roles are Important Means to Improve the Effect of Practical Teaching

If students are not interested enough and can not get rid of the role of students in school, they will be indecisive in making decisions in the course, lack of overall view, find teachers at the first time when they encounter problems, lack of active thinking, and affect the teaching effect. This requires the teaching team to arouse students' interest in this course in various ways when mobilizing the opening practice of the course. In the course of the training, it timely displays the progress and stage results of each group, commends excellent individuals and enterprises at the training summary meeting, encourages students to make speeches, issue certificates, increase points and motivate them to enter the business experience teaching activities in accordance with the role of enterprise people.

4.3. All-round Curriculum Assessment to Mobilize Students' Enthusiasm for Practical Training

In the process of practice simulation, the program can only simply record whether the students have completed the task or not, and can not distinguish whether the students have completed the task well or not. We should create a system and method for evaluating the teaching results of this course, and set up grading points from more than ten aspects, such as field attendance, network attendance, stage post examination results, quality of training summary report, business performance of enterprises, innovative

management means, classroom performance, results display, experience sharing of groups, poster drawing, part-time post, work initiative, problem solving ability, etc. In order to mobilize students' enthusiasm for practical learning and achieve better practical teaching effect, we should examine students' practical training effect in an all-round way and give overall evaluation results.

5. Effective Measures for the Construction of VBSE Virtual Simulation Practice Teaching Course

5.1. Training VBSE Virtual Simulation Practice Teaching Teachers

Virtual simulation practical teaching course involves a wide range of specialties and knowledge. Teachers with different professional backgrounds and sufficient practical experience are required to form a team of teachers to work together to complete the corresponding teaching tasks. Young teachers can be encouraged and supported to take part in on-the-job training in enterprises so as to improve their practical ability and teaching level; well-known business professionals can be invited to come into the classroom to guide students; class backbone can also be chosen as student assistants to form a echelon combination of teaching teams. The new teaching team combination of "Double Teachers + Enterprise Teachers + Assistant Teachers" plays a guarantee role in the construction of VBSE virtual simulation practice teaching course.

5.2. Introducing "Mixed Teaching Method" to Enable Students to Change Roles ahead of Time

VBSE virtual simulation practice teaching course mostly uses offline teaching. For colleges and universities with less class hours, mixed teaching can be implemented and flipped classroom can be used. Through the construction of Mu-class and micro-class videos, students can learn online before the course, familiarize themselves with roles and tasks in advance, and have more time for decision-making and thinking; stimulate students' interest in learning, and discuss implementation plans online with tutors after class, so as to carry out their work creatively. The development of mixed teaching can speed up the progress of the classroom. Students have time to complete high-quality classroom training tasks, experience 2-3 departments of post work, learn more post skills, and ultimately achieve good practical teaching results.

5.3. Constructing the "Three-plus" Comprehensive Course Evaluation System

Assessment and evaluation as an important part of practical teaching process are: evaluation, inspection, feedback, encouragement and so on. VBSE takes "knowledge, ability, personality and quality" as the orientation to establish the evaluation system of "multi-evaluation content, multi-evaluation methods, multi-evaluation subject".

①The content of assessment should be multi-dimensional.

Emphasis is placed on the unity of theoretical knowledge and practical operation, and the content of the assessment is reduced to zero. It is necessary to assess not only the students' post competence, but also the students' synergistic innovation ability, professional accomplishment and the quality of work results in the comprehensive practical training. Setting up grading points from more than ten aspects mentioned above, mixed teaching should also increase the scores of answering questions, assignments

and speeches on the internet, set different grading ratios, and evaluate students' achievements comprehensively.

② The way of evaluation embodies "diversification"

Following the principle of comprehensive evaluation, which combines stage evaluation, process evaluation and result evaluation, we should change the traditional way of "general ledger" evaluation at the end of curriculum. As comprehensive training is a practical training process driven by students' tasks, we attach great importance to the process assessment and evaluation of students' work enthusiasm, learning ability, team cooperation, personality release, operation norms and behavioral discipline in the process of practice, the stage evaluation of the whole process and the result evaluation of enterprise operation efficiency, which fully reflects "innovation, efficiency and efficiency".

③ Advocate "multi-staffing" of evaluation subjects

The assessment process is accomplished by teachers and students, and the evaluation mechanism of multi-subject participation is based on the combination of teachers' evaluation, students' self-evaluation and students' mutual evaluation. Students' self-evaluation and mutual evaluation can improve students' self-reflection ability, mobilize students' learning initiative, cultivate students' professional interest, but also test students' integrity, reflecting the practicality and applicability of cross-professional comprehensive training courses. Only under the diversified developmental assessment system can students get different degrees of experience in theoretical knowledge, practical skills and quality training, which is conducive to the coordinated development of all aspects of students.

VBSE Virtual Simulation Practice Teaching Course relies on the leading commercial simulation platform to let students experience the immersive post drill in the "real business environment". It can cultivate compound applied talents with high potential and overall vision for enterprises, and construct high-quality virtual simulation practice teaching course. It is of great significance to further explore the existing practice teaching reform and innovate the comprehensive reality of multi-specialty integration. Training teaching mode is of great significance to improve students' employment competitiveness.

Acknowledgement

This paper is the research result of the project "Research on the Construction of VBSE Interdisciplinary Virtual Social Environment Training Course Based on Learning Science" in the 13th Five-Year Plan of Shaanxi Education Science in 2017, No. SGH17H417.

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