

Curriculum Reform of ERP Practical Course

Zhen Di

School of Management, Liaoning Institute of Science and Technology, Benxi, Liaoning
Province, 117004, China

Abstract

ERP Practical Course is highly practical, and its teaching goal is to improve the management ability comprehensively by simulating the operation of enterprises. In this paper, aiming at the imperfect aspects in the teaching process of ERP course, the reform plan is put forward to improve the teaching effect, enhance the competitiveness of students' entrepreneurship and employment, and improve their practical ability and innovation ability.

Keywords

ERP Practical Course; Curriculum reform; Academic evaluation.

1. Introduction of ERP Practical Course

ERP Practical Course is aimed at a simulated manufacturing enterprise, which designs seven key links of enterprise operation: strategic planning, marketing, product research and development, production organization, material procurement, equipment investment and transformation, financial accounting and management as ERP sand table, and abstracts the internal and external environment in which the enterprise operates into a series of rules. Students form a number of competitive simulation enterprises. By simulating the operation of enterprises for several years, students can understand scientific management rules and comprehensively improve their management ability in a systematic activity such as market analysis, strategy formulation, marketing planning, production organization and financial management.

2. Problems in Teaching of ERP Practical Course

ERP Practical Course can expand students' knowledge system and improve students' initiative. However, in the teaching process, the course is not perfect in many aspects. For example, the real degree of enterprise simulation is not enough; The unscientific process design of organization simulation teaching leads to the core value of sand table simulation teaching being difficult to achieve the expected effect; It is difficult to monitor the business process in the business cycle, which makes some speculative students simplify the simulation process through operational fraud, and makes the team competition between groups unfair; There are few performance evaluation criteria and indicators, and the effectiveness evaluation of business process is not enough.

3. Teaching and Learning Reform Ideas on ERP Practical Course

Based on this, the teaching and learning model of ERP Practical Course is reformed, with the main line of improving the quality of personnel training and social adaptation, and with the core of enhancing students' ability to participate in market competition and control the market, enhancing the competitiveness of entrepreneurship and employment, and improving students' practical ability and innovation ability, the teaching effect is improved. The reform contents are as follows:

3.1. Teaching Content

Reasonable teaching content should combine with the characteristics of process management, redesign the process of organizing simulation teaching, investigate and monitor the loopholes in the simulation process in the business cycle, and design warning schemes for students' violations. The teaching content is designed as follows:

3.1.1. Training Preparation

Training objective: Understand the basic situation and market environment of enterprises; Master the physical sand table operation process and method; Clarify the training objectives of sand table teaching.

Main content description: Case introduction, introduction of sand table, mobilization of practical training, introduction of physical sand table, explanation of teaching objectives, preparation of practical training and enterprise background.

3.1.2. Training Organization

Training objective: Cultivate the spirit of teamwork and understand the job responsibilities of functional departments of enterprises.

Main content description: Team formation, personnel division, CEO function of general manager, CFO function of financial controller, CMO function of marketing director, COO function of production director and CPO function of purchasing director (games can be added)

3.1.3. Operation in the First Round

Training objective: Consolidate the rules of sand table and master the operation process of sand table.

Main content description: New year's planning, job at the beginning of the year, quarterly operation, year-end activities, summary of business activity records.

3.1.4. Operation in the Second Round

Training objective: Master the methods of planning, monitoring and managing enterprise operation.

Main content description: Guiding, answering questions, commenting and summarizing.

3.1.5. Practical Training Summary

Training objective: Understand the essence of enterprises, and master the methods of analyzing and solving problems in enterprise management.

Main content description: Analyze and comment on the problems in students' simulated operation, and write a training report.

3.1.6. Student Summary

Training objective: Let students master the ability of self-analysis of business problems.

Main content description: Let students analyze the problems existing in business and make rules for the next round of business plan.

Introduce behavior-oriented teaching method to complete the above teaching content. Students cooperate with each other to solve practical problems and take part in the whole teaching process. The role of teachers changes from imparting to guiding. Mobilize students' subjective initiative. The teaching thought of "students' learning as the mainstay and teachers' teaching as the supplement" is embodied.

3.2. Environmental aspects of ERP Practical Course

We should improve the authenticity of enterprise simulation and pay attention to the authenticity of practical training. Efforts should be made to improve the simulation degree of ERP laboratory to the real enterprise environment, and the training room should be arranged as an enterprise office space. We can refer to the real office environment of well-known

enterprises, mark the office areas according to different positions, and set each role according to the actual situation of enterprises in reality. We can set up positions such as CEO of general manager, CFO of financial director, CMO of marketing director, COO of production director and CPO of purchasing director as required. Business is generated by the production and management of enterprises, which enables students to strictly demand themselves according to the standards of employees in enterprises in the process of "work", and cultivate the professionalism and social responsibility of honesty, discipline-keeping, unity and dedication. The highly simulated environment enables students to have a keen working enthusiasm when they enter the classroom.

3.3. Student Guidance

We should guide students to participate in ERP activities through active publicity by student union, counselors, class teachers and lecturers. We can encourage students to take part in ERP competitions held by schools, provinces and even the whole country, which cultivates students' sense of competition, arouses students' interest and enthusiasm in learning, and improves the quality and level of daily teaching.

3.4. Teaching Planning

We can organize teachers' further study. Let them participate in the training plan revision discussion, demonstrate the rationality and feasibility of ERP practical training course adjustment. We should increase the number of teachers, and clarify the division of labor. The course can be equipped with 2~4 teachers. One teacher gives lectures, and other teachers assist to give lectures. So that the equipped teachers have enough time to guide students.

3.5. Academic Evaluation

We should formulate scientific and comprehensive academic assessment scoring standards, combining individuals and groups, and combining process and results. Academic evaluation includes students' participation process into the scope of assessment, and teamwork is an important part. Process assessment accounts for 50% of the total score. Process assessment includes: group cooperation and individual participation. Performance evaluation integrates manual operation results and electronic sand table operation results. The evaluation method combined with the process and results enables students to participate seriously and actively in the practical training process, greatly improves their learning enthusiasm and autonomy, strengthens students' team consciousness, improves students' professional skills, enhances the competitiveness of entrepreneurship and employment, and makes the performance evaluation more scientific and reasonable.

4. Effects on Teaching Reform of ERP Practical Course

Good results have been achieved since the teaching reform of ERP course. Students set up ERP association; In 2018, 2019 and 2020, the students won the third prize in the simulated sand table competition of entrepreneurial enterprise management for undergraduate students in ordinary colleges and universities of Liaoning Province; A scientific academic evaluation system of ERP practical lessons is formed. The instruction manual of ERP practical lesson is formed; The ERP training environment is optimize. Through reform and exploration, the teaching means of accounting training course is enriched. The combination of theoretical teaching and practical application is realized. The reform improves students' professional skills and enhances the competitiveness of entrepreneurship and employment.

References

- [1] Yang Jung, ERP teaching reform research, Educational Information Forum, vol. 21 (2019), 30-32.

- [2] Shi Yuan-min, Exploration of ERP Practice Curriculum reform, Financial Development and Supervision, vol. 11 (2020),43-45.
- [3] Li Zhiyi. Achievement oriented instructional design, China University Teaching, vol. 8 (2020), 17-19.