

Research on the Application of Sino-Foreign Cooperative Blended Teaching Model in International Trade Education

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Abstract: As globalization progresses rapidly, international trade education urgently needs to develop well-rounded individuals with global insights and practical expertise. The Sino-foreign cooperative blended teaching model offers an effective approach to meet this educational objective. This paper explores its application in international trade education, focusing on integrating teaching content, innovating teaching methodologies, and enhancing evaluation systems. By implementing this model in international trade courses and using surveys and in-depth interviews, the study assesses its effectiveness and identifies areas for improvement. The findings reveal that this model efficiently utilizes high-quality educational resources from both Chinese and international sources through a blend of online and offline teaching methods. It cultivates students' global perspectives, practical skills, and cross-cultural competencies, significantly improving their satisfaction and learning outcomes. Additionally, the model demands higher proficiency from teachers in instructional design and technology integration, highlighting the need for enhanced teacher training and support to optimize teaching processes and resource development. This research aims to provide valuable insights for reforming international trade education models and offers potential guidance for innovative teaching approaches in other fields.

Keywords: International Trade Education; Sino-Foreign Cooperation; Blended Teaching Model; Guest Model; International Trade Studies

1. Introduction

In the realm of international trade education,

traditional teaching methods no longer suffice in cultivating individuals with a global perspective and practical skills. The openness of education is a distinctive feature and a driving force behind the modernization of China's education system [1]. The *National Medium and Long-term Educational Reform and Development Plan* emphasizes the importance of pursuing diverse international educational exchanges and cooperation to elevate the level of educational internationalization. This includes internationalizing curricula and teaching methods to nurture innovative talents who possess a global outlook and can engage in international affairs and competition.

In the context of global knowledge integration, contemporary universities adopting Sino-foreign cooperative teaching models not only enhance students' international perspectives and global competitiveness but also improve the level of educational internationalization and the quality of cultivating international talents [2]. With advancements in higher education digitalization and the application of network technology in education, there is increasing scholarly attention on cooperative blended teaching involving Chinese and foreign teachers. However, the existing cooperative teaching models are often simplistic and vague, with insufficient application to international trade education. This inadequacy hinders the ability to adapt to the rapidly evolving educational landscape of international trade, thereby failing to meet institutional goals of promoting curriculum internationalization and cultivating high-level innovative talents through such cooperation [3]. Furthermore, many schools and teachers face financial constraints, limiting opportunities for Sino-foreign cooperative teaching. Thus, there is an urgent need to develop a cost-effective, practical blended teaching model that combines online and offline methods for

international cooperation.

2. Exploration of the Sino-Foreign Cooperative Blended Teaching Model

The Sino-foreign cooperative blended teaching model involves collaboration between Chinese and international universities, integrating online elements into traditional classroom teaching. This approach combines high-quality educational resources from both in China and abroad, utilizing a mix of online and offline teaching methods to transcend time and space constraints, thus fostering mutual learning and cultivating globally-minded talents [4]. The model leverages modern information technology to seamlessly merge Chinese classroom instruction with online courses from prestigious international universities, capitalizing on the abundance and flexibility of online education while retaining the immediacy and targeted engagement of face-to-face teaching. It is an effective blended teaching strategy [5].

Based on the division of responsibilities among cooperating teachers, the Sino-foreign cooperative blended teaching model generally comprises four types: typical, supportive, parallel, and guest models [6]. The typical model involves all cooperating teachers, both Chinese and foreign, in designing the curriculum and participating throughout the teaching process, discussing issues from Chinese and international perspectives, interacting synchronously with students, and jointly assessing and providing feedback on student performance. In the supportive model, Chinese and foreign teachers collaboratively design the curriculum and assess student performance, but each teaches materials aligned with their expertise. The parallel model entails joint curriculum design by the teachers, who then divide the class into small groups, with each teacher instructing a different group. The guest model features a Chinese teacher acting as the lead instructor, responsible for curriculum design and student assessment, while inviting foreign experts to participate as guest instructors periodically [7].

3. Application of the Sino-Foreign Cooperative Blended Teaching Model

In the field of international trade education, the application of the Sino-foreign cooperative blended teaching model holds particular

significance and value. The international trade discipline is inherently complex and practice-oriented, encompassing knowledge in economics, management, law, and other areas. Students must not only acquire a solid theoretical foundation but also develop practical skills in international trade operations, cross-cultural communication, and innovation and entrepreneurship. Traditional classroom teaching methods fall short in fulfilling these multifaceted objectives, necessitating the adoption of new educational concepts and approaches. The Sino-foreign cooperative blended teaching model is ideally suited to the characteristics and demands of the international trade discipline. It draws upon advanced international trade teaching concepts and methodologies from abroad, offering students opportunities to gain international perspectives and engage in cross-cultural exchanges. This model enhances students' global competitiveness, practical application skills, and innovative entrepreneurial spirit, laying a robust foundation for their future career development [8].

Specifically, the application of this model in international trade education is reflected in the integration of teaching content, innovation in teaching methodologies, and the improvement of the teaching evaluation system.

3.1 Integration of Teaching Content

The key to integrating teaching content lies in the internationalization of the curriculum. In the process of international trade education, implementing the Sino-foreign cooperative blended teaching model requires selecting core courses with similar content to those offered by foreign universities for pilot teaching. For example, integrating the content of a Chinese university's *International Market Marketing* course with the *Global Marketing* course offered by a foreign business school can create a comprehensive curriculum. This not only covers international trade case studies but also introduces emerging fields such as cross-border e-commerce and international settlement markets, enabling students to grasp the latest industry knowledge. Content integration should also consider the fusion of interdisciplinary knowledge. Innovative approaches could include introducing MBA online courses from foreign institutions, such as *Financial Accounting* and *Individual and*

Teamwork, merging international trade with global business management content to provide a more comprehensive knowledge system.

3.2 Innovation in Teaching Methodologies

The application of the Sino-foreign cooperative blended teaching model in international trade education offers new perspectives for innovation in teaching methodologies [9]. This model enhances the internationalization of case-based teaching, an essential aspect of international trade education, by incorporating the latest real-world cases from abroad. Such cases help students better understand current global trade dynamics. For instance, incorporating real-world scenarios like operational strategies of cross-border e-commerce platforms exposes students to both Chinese and international trade practices, including cross-cultural communication and international laws. This model has further advanced practical teaching in international trade programs. By incorporating simulation platforms from foreign universities, real investment trading software, and hands-on business operations, students are able to transform their theoretical knowledge into practical skills suited for international trade activities.

3.3 Improvement of the Teaching Evaluation System

Under the Sino-foreign cooperative blended teaching model, the evaluation system for international trade education should be dynamic, comprehensive, and global. It must focus on not only students' knowledge acquisition but also on enhancing skills and competencies. The evaluation system should incorporate international standards, assessing global competitiveness [2]. This involves criteria that include not only knowledge and research capabilities but also practical trade skills, cross-cultural communication, and a global outlook. The system should combine process and outcome evaluations, reflecting a student's journey through examinations, class participation, project progress, and teamwork. Furthermore, it should consider students' subjective experiences. Student satisfaction with the cooperative teaching model is a crucial aspect [10], assessed through surveys or interviews to gather feedback on the

teaching model, teacher quality, and course content.

4. Case Study Analysis

To thoroughly investigate the effects of the Sino-foreign cooperative blended teaching model in international trade education, this study selected 129 students from a Chinese university's international trade program as the research sample. Chinese and American faculty from Tiffin University's Business School jointly conducted a semester-long blended teaching practice. The dual-teaching course agreed upon through negotiations was the International Trade course offered by both institutions.

The teaching process employed a "classroom instruction + online learning" guest model. Chinese faculty coordinated the course, leading the design, implementation, and evaluation, while actively consulting with American counterparts who provided insights into course objectives, pedagogical theories, practical content, and assessment plans, culminating in a finalized teaching strategy. The American faculty delivered regular online lectures as guest instructors according to the plan. Previous research indicates that the guest model significantly outperforms parallel cooperative teaching models [11].

A variety of methods, such as case studies, group discussions, role-playing, practical exercises, and collaborative projects, were used to emphasize interaction between teachers and students. Post-lecture, students engaged with reading materials, watched micro-video lessons, completed online tests, and participated in cross-cultural group projects via the learning platform. Online guidance from both Chinese and American teachers ensured timely feedback and progress tracking.

After the course, the effectiveness of the Sino-foreign cooperative blended teaching model was evaluated through questionnaires and interviews. Student satisfaction was assessed, focusing on content adaptability, instructional interactivity, resource richness, and skill enhancement. Each question was rated on a 5-point scale, with 1 indicating "very dissatisfied" and 5 indicating "very satisfied". The survey results showed an average score of 4.2 for the adaptability of the teaching content, demonstrating overall student satisfaction with the curriculum provided by the Sino-foreign

cooperative teaching model. Specifically, 85% of students felt the course content was closely tied to international trade practices, enhancing practical skills, while 75% appreciated the timely updates reflecting the latest trade trends. Interactivity scored 4.0, with students noting frequent classroom interactions that encouraged active participation and problem-solving abilities; 90% preferred group discussions and case studies. Resource richness, scoring 4.3, highlighted satisfaction with various resources, particularly online and international opportunities, with 80% acknowledging a broadened global perspective. Skill enhancement scored the highest at 4.5, with students recognizing improvements in cross-cultural communication, teamwork, and innovation, boosting confidence in future careers. Overall, satisfaction with the model in international trade education was high, showcasing its significant advantages in enhancing professionalism and practical skills, meriting further development.

Additionally, interviews with Chinese and foreign teachers and students were conducted to assess the value and challenges of the Sino-foreign cooperative blended teaching model. Teachers involved in this model generally reported that it fosters communication and collaboration among teachers, facilitating the sharing of experiences and enhancement of teaching quality. Chinese teachers noted that incorporating high-quality foreign course resources broadens students' international perspectives and enhances the relevance and practicality of teaching content. American teachers observed that students displayed strong cross-cultural communication skills and international outlooks, working well with their Chinese counterparts. These interactions deepened understanding of China's national conditions and business environment, benefiting mutual learning. The interviews also revealed challenges and limitations in the implementation of this teaching model. Cultural differences, language barriers, and issues with resource alignment have somewhat affected teaching effectiveness. Additionally, this collaborative approach demands higher teaching skills and an international perspective from teachers. For future widespread application, it is necessary to strengthen top-level design, improve supporting policies, and establish robust mechanisms to provide a

better institutional environment for deepening cooperation and optimizing blended teaching.

5. Conclusions

This study investigates the application of the Sino-foreign cooperative blended teaching model in international trade courses. It focuses on integrating teaching content, innovating teaching methodologies, and improving evaluation systems. By implementing this model within the International Trade curriculum, we assessed its practical effectiveness. The results demonstrate that this approach significantly enhances students' professional knowledge, practical skills, cross-cultural competencies, and global perspectives, leading to high levels of satisfaction and effective learning outcomes. The model maximizes the complementary strengths of both Chinese and foreign teachers to develop globally competitive individuals. However, it requires teachers to have advanced skills in instructional design and digital technology, highlighting the need for increased teacher training and support. To facilitate the sustainable development of this teaching model, it is crucial to further refine teaching processes and enhance resource development.

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