

Exploration and Reform of Simulation Training Teaching Mode in the Post-Pandemic Era of Management Education—Taking Business Management Simulation Training Course as an Example¹

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Abstract: The outbreak of the COVID-19 pandemic has forced a reform in practical training teaching, profoundly impacting the models employed. The post-pandemic era holds significant implications for driving innovation in practical training course reform, aiming to construct a new hybrid teaching model for university students. Focusing on the "Enterprise Management Simulation Training Course," this study investigates how to explore and reform the management-oriented simulation training teaching model in the current pandemic context. It discusses the challenges and transformations brought about by the pandemic in the field of education. Through an analysis of the current status and challenges of practical training teaching in the post-pandemic era, the paper identifies the issues and limitations faced by educators in the current environment. In the section "Exploration of Simulation Training Teaching Models in the Post-Pandemic Era," the paper presents innovative approaches and strategies to adapt to the evolving educational environment and meet the new trends in simulation training teaching. A comprehensive analysis is conducted on student performance, participation, and feedback, considering the overall effectiveness of the promoted simulation training teaching model in achieving its intended objectives. Through a comprehensive exploration and reform, this paper provides valuable insights into the post-pandemic era management-oriented simulation training teaching, offering guidance and reference for educators aiming to enhance the quality and practicality of simulation training courses. It holds profound significance for driving digital teaching reforms in the post-pandemic era and plays a crucial role in society by cultivating high-quality management talent.

Keywords: Post-pandemic era, Practical training teaching, Teaching modes, Teaching reform

1. Research

Background In the so-called "post-pandemic era," the situation is characterized by the absence of a complete disappearance of the pandemic, with fluctuations and the potential for small-scale outbreaks at any time, significantly impacting education^[1]. During this era, the education sector is undergoing a major transformation and reform. The future of education relies on whether teachers can adapt flexibly, take proactive initiatives, and deeply promote teaching reforms. The integration of online and offline teaching has become an inevitable trend in higher education reform. Faced with this new teaching model, researching and exploring the intelligent education and teaching of the "Enterprise Management Simulation Training Course" becomes particularly crucial. In the "post-pandemic era," education is no longer a simple continuation of the past but requires adaptation to new situations and demands. Teachers need to adjust their teaching methods more flexibly and innovatively in this context to better adapt to the constantly changing educational environment. The blended teaching approach provides more possibilities for education, and educators should be adept at utilizing technological means to organically integrate online and offline components, enhancing the flexibility and adaptability of teaching. The intelligent education and teaching of the "Enterprise Management Simulation Training Course" can be seen as a beneficial exploration, offering new perspectives and methods to adapt to the "post-pandemic era." By employing advanced technological tools such as intelligent simulation and virtual experiments, practical scenarios of enterprise management can be vividly presented, sparking students' interest and engagement. Furthermore, online collaboration platforms can facilitate interaction and cooperation among students, fostering a spirit of teamwork. In the "post-pandemic era," educators in higher education institutions need to actively respond to challenges, deepen teaching reforms, and proactively explore intelligent education and teaching models to better meet students' learning needs and cultivate highly skilled individuals with innovation and adaptability.

Built upon the foundation of the on-campus comprehensive simulation training platform, this course establishes a virtual business and social environment comprising multiple apparel manufacturing companies and

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service units. Drawing inspiration from authentic cases within the apparel manufacturing industry, the course aligns simulated business operations with real-world work scenarios by integrating actual work tasks, management processes, and documents that mirror the business rules stipulated in the curriculum.^[2] The training course underscores the pivotal role of students in the learning process, emphasizing that teaching activities should be student-centric, with teachers assuming a guiding and supporting role. This pedagogical approach facilitates a transition for students from passive knowledge recipients to active builders. In the era of 5G, educational technology has ushered in unprecedented changes, and the amalgamation of traditional practical training with online teaching proves advantageous for optimizing teaching organizational forms. This transformative shift is imperative for cultivating a diverse pool of talents beneficial to society.

2. Current Situation and Challenges

At the end of 2019, the novel coronavirus (COVID-19) continued its nationwide spread, leading to the immediate activation of a Level I response to a major public health emergency. In response, universities across the country postponed the commencement of the academic year. Adhering to the Ministry of Education's guiding principle of 'suspend classes but don't stop teaching, suspend classes but don't stop learning,' our institution leveraged online Massive Open Online Courses (MOOCs), high-quality online course resources, various online live broadcasting tools, and other teaching aids during the epidemic.^[3] We actively conducted online teaching activities, including lectures and learning sessions. In contrast to theoretical courses, simulation training courses, due to their unique nature, cannot be completely dissociated from offline training environments and are not well-suited for fully online teaching. Therefore, the specific challenges faced by this course in simulation training are as follows:

2.1 The instability of the practical training teaching platform has emerged as a significant concern.

With the onset of the pandemic, the nationwide transition to large-scale online teaching has accelerated the proliferation of teaching livestream platforms. However, this acceleration has also introduced numerous challenges. The current market exhibits a plethora of disparate online streaming platforms, leading to various software and hardware malfunctions (such as unstable network signals, device crashes, and difficulties for terminals to join courses). Moreover, the absence of a standardized online teaching platform may result in teachers and students simultaneously using multiple teaching platforms on their devices. All these factors can contribute to substantial inconvenience in online teaching, impeding the prompt, seamless, and comprehensive delivery of online education.^[4]

2.2 The current practical training framework falls short of meeting the demand for cultivating versatile talents as required by enterprises.

Traditional practical training content is highly operational, and given the pandemic prevention and control measures in the post-pandemic era, traditional teaching methods are not effectively implementable.^[5] Students are significantly impacted in practical training sessions, exemplified by insufficient participation in the practical training process, as observed in this course. This situation presents new requirements and challenges for exploring innovative practical models in the post-pandemic era. Instances of disconnection with businesses during practical training are not uncommon. In simulation training, various operational processes in different departments of enterprises struggle to keep pace with the times, lacking digitization and intelligent platforms. This gives rise to various questions during the training process. The fundamental reason for these challenges lies in the absence of a robust school-enterprise cooperation training mechanism, highlighting the need for establishing a comprehensive school-enterprise cooperation model.

2.3 Fragmentation of Practical Training Segments

Practical training teaching comprises procurement experiments, pre-job training, job assignments, professional practices, and other segments. Typically, these learning segments operate relatively independently, lacking effective exploration of their interconnections. The absence of smooth cross-linkages and resource sharing between different practical training segments results in the 'fragmentation' of practical training.^[6] This fragmentation may lead students to question the purpose of practical training, thereby influencing the quality of practical training teaching to some extent. Therefore, exploring new directions in practical training teaching models involves effectively connecting and integrating various segments of practical training.

2.4 Resistance of Teachers and Students to Changes in Teaching Methods

The introduction of live streaming platforms as a novel element can significantly impact traditional teaching methods for educators and alter learning styles for students. The abrupt transition to large-scale online teaching, especially for some senior educators, presents a considerable challenge. There have been reported

instances of teaching mishaps resulting from improper online operations by teachers, bringing simulation training teaching almost to a standstill.^[7] Due to its distinctive requirements, simulation training courses necessitate specific venues and professional learning aids. The sudden outbreak of the pandemic led to a suspension of simulation training courses, disrupting the overall course schedule. Therefore, addressing the challenges of online simulation training teaching warrants continuous reflection and exploration.

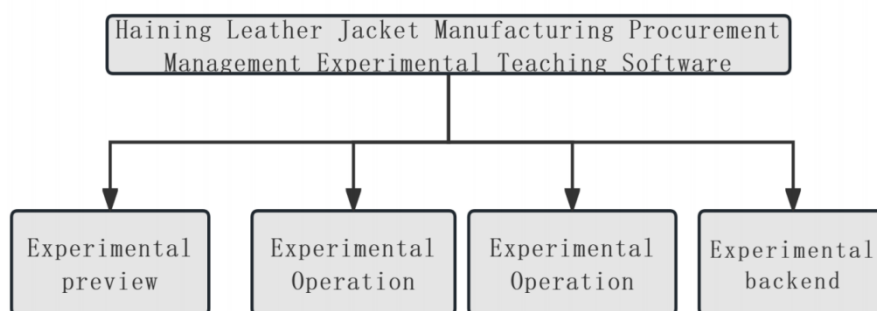
3. Exploration of Teaching Mode Research

In the post-pandemic era, practical training should be seamlessly integrated into the conceptual framework of new liberal arts education. By leveraging digital teaching as a supportive tool, the vision is to develop a new model through the creation and sharing of a substantial pool of practical training resources. This model progressively merges online learning with offline practical training, harmonizing theoretical knowledge from courses with practical insights from the industry. Aligned with the fundamental principles and orientation advocated by new liberal arts education for practical training, there is a strong emphasis on fortifying the construction of practical training segments within the new liberal arts framework.^[8] This endeavor aims to catalyze the intrinsic development of practical training, nurturing the growth of innovative and entrepreneurial talents, and propelling the advancement of academic disciplines.

3.1 Improve the service system of practical training teaching platforms.

In response to the challenges faced by enterprise management simulation training in the post-pandemic era, this study has selected typical training projects. It involves the development of VR simulation training software and the creation of knowledge-point videos aligned with the recorded courses. Additionally, a virtual simulation teaching management cloud platform based on the B/S architecture has been introduced. This forms a comprehensive virtual simulation training system, catering to the learning needs of students in different majors. The study also involves the collection of students' learning data for the assessment of teaching effectiveness.^[9] Based on the talent development objectives of course instruction and in conjunction with teaching guides and syllabi, practical training software is introduced. Virtual simulation technology is applied to design scenarios effectively, integrating the focal and challenging points of practical training with modern information technology and virtual teaching methods. Refer to Figure 1 for the Project Design Process:

Figure 1 Project Design Process Diagram

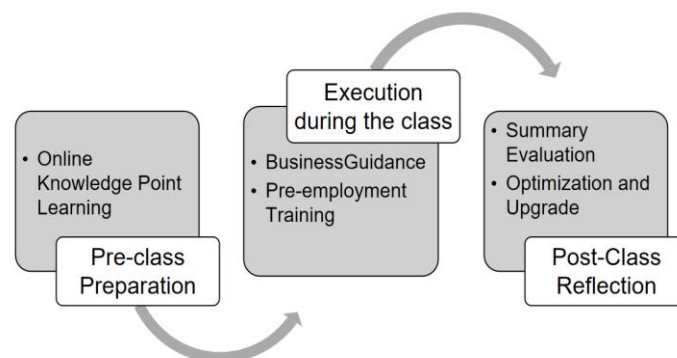


This project is designed to integrate the characteristics of the local economy in Haining, based on a BS architecture virtual simulation experimental teaching platform. The system comprises modules such as experiment preview, experiment operation, experiment report, and experiment backend. The experiment preview module allows users to quickly understand the experiment and learn how to conduct it through experiment guidance and basic knowledge learning. Users can only enter the experiment operation module after passing the preview assessment. The experiment operation module is the core of this teaching project, enabling users to experience the raw material procurement process of a leather clothing manufacturing enterprise, analyze relevant data, and make independent decisions to achieve optimal learning outcomes in strategy.^[10] The experiment report module automatically assesses experiment reports submitted by students, which can also be manually reviewed by teachers or peer-reviewed by students. The experiment backend manages administrators, teachers, students, and other roles, as well as the administration of experimental courses and user data.

Based on the real procurement process of Haining leather jacket manufacturing enterprises and years of practical teaching experience, we have established a virtual simulation experimental teaching platform for leather material procurement management. This platform aims to help leather jacket manufacturing enterprises reduce procurement costs and risks, and enhance overall profitability. By designing experimental steps, the

platform guides students through the hands-on experience of understanding the material procurement management process and considerations within a leather jacket manufacturing enterprise. Throughout the experimental process, students gain in-depth insights into the intricacies of material procurement management. Continuous reflection and innovation are encouraged to achieve the optimization of procurement strategies. This not only contributes valuable insights to maximize operational efficiency for businesses but also seamlessly prepares students for internships and employment in real enterprises. The project simulates real business scenarios and an informationized application environment, incorporating both validation experiments and design experiments. It breaks down the procurement process of Haining leather manufacturing enterprises into different stages, such as students' intuitive experience, processing leather procurement business, and optimizing simulated leather procurement scenarios. The approach is gradual and in line with students' cognitive patterns and learning behaviors. The system framework is illustrated in Figure 2:

Figure 2 Blended Learning Design Diagram



3.2 Instructional Design

With the advent of the post-pandemic era, educators and students have gained a deeper understanding of online teaching. Diverse blended learning models have been introduced into instructional practices, continuously evolving and upgrading courses to enhance students' entrepreneurial capabilities. In comparison to pre-pandemic teaching methods, the diversified blended learning approach requires both teachers and students to leverage a rich array of online educational resources. This involves integrating traditional face-to-face interactive teaching methods with diverse online teaching modalities, fostering students' active engagement in questioning, problem analysis, and solution-oriented thinking. The goal is to instill habits of independent learning.

Table 1 Teaching Design Contents

Instructional Design	content
Pre-class Preview	Students preview course-related knowledge through an online learning platform, complete corresponding preview assignments, and engage in exercises
On-site Practical Experience	Students, through collaborative teamwork, engage in on-site business management simulation exercises, simulating real-world business management environments and scenarios to explore practical skills in business management.
Online Guidance	Teachers engage in online tutoring and discussions with students through platforms such as online course platforms and instant messaging tools, addressing students' questions and concerns.
Post-class Assignment	Students submit post-class assignments and exercises through the online course platform. Teachers assess and provide feedback on students' assignments, assisting them in further consolidating and enhancing their practical skills.
Learning Assessment	Regular assessments and tests are conducted to evaluate and summarize students' learning outcomes, providing feedback and suggestions for the overall development of their skills and qualities.

4. Implementation of Educational Reform

4.1 Multidimensional and Multilevel Instructional Reform

4.1.1 Task-driven practice.

The curriculum breaks away from traditional theoretical teaching methods, employing situational and problem-based instructional strategies. Originating from practical teaching experiences, it comprehensively utilizes existing teaching methods, integrates both offline and online teaching resources, including classrooms, textbooks, classroom environments, digital resources, and new forms of teaching materials. Continuously enriching instructional content, enhancing teaching efficiency, and improving the overall educational outcomes of students are the goals of this approach.

4.1.2 Integration of Dual-Line Education

The curriculum actively incorporates ideological and political education elements, organically infusing selected ideological and political elements throughout the entire teaching process using methods such as situational simulation, case-based teaching, interactive and inspirational teaching, and thematic cyclic teaching. This approach achieves the integration of ideological and political education online and the incorporation of simulated practical training and ideological and political education offline, establishing a dual-line training model.

4.1.3 Curriculum Teaching Content and Implementation Organization

The curriculum is implemented based on the practical training cycle, progressing in an organized manner while ensuring thorough preparation before each session. Over the past decade, the curriculum has been offered more than 100 times, with approximately 180 students per training session. It is delivered through a blended teaching approach across 20 management-related majors in the entire college, reaching over 20,000 trained students. The training period spans 10 working days and is scheduled to be completed within two consecutive weeks. Each teaching session is supported by a minimum of five instructional teachers, collaborating to provide teaching guidance and management.

4.2 "Diversified" Teaching Method Reform

Leveraging diverse modern teaching technologies, innovative experimental teaching methods are introduced. Building upon offline virtual simulation training, this approach involves the design of highly interactive virtual interactive segments, incorporating teaching methods that involve comprehensive case interactions and situational simulations. These methods aim to reinforce the foundational knowledge acquired by students in their major courses. The objective is to provide students with a virtual "training room" accessible online, where they can engage in independent learning through interactive "game-like" activities. This approach enhances students' abilities in experimental design, method construction, and autonomous problem-solving. The specific teaching methods are outlined as follows:

4.2.1 Case-Based Interactive Teaching

Case Interactive Teaching uses the production of leather garments as a case to construct the main thread of practical training. Leveraging the characteristics of the local economy, it centers around manufacturing enterprises, with customers, suppliers, and peripheral units forming the core of the practical training curriculum. Through scenario-based teaching, the training's impact is heightened, aiming to cultivate students' comprehensive abilities. Additionally, this teaching method implements simulated scenarios of online negotiation for commodity trade fairs on cloud platforms. In this simulated environment, students actively participate in solving real-world cases, learning and applying business skills, as well as knowledge in supply chain management. Through an interactive learning process, students will better understand and adapt to the challenges in the real business environment, preparing them for future career development.

4.2.2 Scenario Simulation Teaching

Situational Simulation Teaching is based on real production environments, utilizing realistic scenario simulations to establish training spaces characterized by situational and immersive features. In this simulated environment, students engage in role-playing to simulate various functional roles within a company, practicing and applying cross-disciplinary skills. The goal is to cultivate their understanding of standardized concepts in supply chain production and promote rational thinking. This teaching method enables students to gain a deeper understanding and application of the professional knowledge covered in the course, enhancing their adaptability in real-world work environments through practical exercises. Through role-playing, students not only learn in a safe simulated environment but also experience and address various challenges they may encounter in actual work settings, better preparing them for their future careers.

4.2.3 Self-directed Learning Approach.

The self-directed learning approach allows students to break through the constraints of time and space during their spare time, independently utilizing learning platforms for training. In the process of operation, students can produce different products to intuitively experience the risks involved in the business management process, thereby enhancing their awareness of risk prevention. This learning method emphasizes students' initiative and independence, providing them with opportunities to apply acquired knowledge in practical scenarios, fostering problem-solving and innovation skills. Through self-directed learning, students can gain a deeper understanding of course content and cultivate self-management and self-learning abilities in a flexible learning environment. This approach offers students a free and inspiring learning experience, encouraging them to actively engage in the study of the subject.

4.2.4 Gamification Teaching Method

The gamified teaching method aims to integrate the concepts of gaming and interactive challenges into experimental design, guiding students through various stages of the experiment. Students will proceed sequentially, completing experimental tasks related to knowledge points and assessments. This teaching approach aims to ignite students' interest in learning by incorporating game-like elements. Through a creative learning experience, students are not just completing experimental operations but also enjoying an engaging and challenging learning process. This teaching method helps enhance student engagement, cultivate problem-solving skills, and stimulate a deeper understanding of experiments and the subject matter.

4.3 "Multifaceted" Teaching Process Reform Implementation

The specific implementation plan for the post-pandemic era enterprise management simulation training course is as follows:

4.3.1 Pre-course preparation and teamwork

Students are required to thoroughly understand the content of the course training through the Chaoxing platform. The instructor stimulates students' interest and enthusiasm for learning through training mobilization and course introductions, preparing them for the CEO election and team formation. At this stage, students will have the opportunity to get an early understanding of the focus and objectives of the training, making adequate preparations for participating in the course. Additionally, through the instructor's mobilization and course introduction, students will better comprehend the background and significance of the training, adding anticipation and motivation for the upcoming CEO election and team formation.

4.3.2 Classroom Learning

The main instructor conducts synchronous online and offline teaching, modularly covering key departmental topics. During this learning phase, students will receive systematic instruction from the main instructor, encompassing essential knowledge points from different departments. Through the synchronous online and offline teaching approach, students can delve into the content of each module in a flexible learning environment, while also engaging in interactions and receiving real-time feedback. This aids in deepening the understanding and application of practical knowledge. This teaching method aims to provide a comprehensive classroom experience, helping students better grasp key concepts and skills in enterprise management.

4.3.3 Practical Training Summary

After the two-week practical training, each student will complete an individual summary report. Through this process of reflection, students have the opportunity to review and contemplate the knowledge and skills acquired during the training. The individual summary report is not just a retrospective of practical operations but also includes reflections on teamwork, problem-solving, and personal growth. By writing the summary report, students can delve into their training experiences, recognizing their growth and progress in aspects such as teamwork, decision-making, and practical application. This process contributes to enhancing students' self-awareness, enabling them to better confront future professional challenges. The specific schedule is outlined in Table 2.

Table 2 Course Curriculum Schedule

Index	Teaching Project Name	Teaching Content	method	Lesson Schedule
1	Pre-class Preparation	View Lecture Videos	online	One week before the class
2	Course Mobilization	Course Introduction, CEO Recruitment	offline	Day 1
3	Team Building	Company Recruiting Team	offline	
4	Pre-job Training	Familiarization with Job Responsibilities, Onboarding Training	Online, offline	Day 2
7	October Business Processing	October 8th Daily Operations	offline	Day 3
8	Financial Informationization Training	Financial Department Informationization Training	Online, offline	
9	October Business Operations	October 28th Daily Operations	online	Day 4
10	End-of-October Business Operations (Guided by Teachers)	Month-End Closing, Discussion Posting	Online, offline	Day 5
		Participation in Trade Fair and Ordering Conference	offline	
11	Business Processing in November-December	Daily Business	offline	Days 6-7
		Team Module Assessment and Evaluation		
		Month-End Closing, Discussions, and Examination Tests		
12	Business Operations at the End of December	Financial Reconciliation at Month-End, CEO Recap and Sharing	offline	Day 10
13	Post-Class Summary	Organizing Practical Training Records, Collecting Online Data	Online, offline	One week after the class

The above teaching arrangement is divided into three stages:

Phase One (Days 1-2) encompasses the Course Introduction, Team Building, and Pre-job Training Stage. During this phase, students assume a leadership role with guidance from instructors. The primary focus is on cultivating in students a robust foundation of self-discipline, open-mindedness, integrity, and a dedicated, reflective work ethic. The objective is to foster their innovative thinking, entrepreneurial spirit, and creativity.

Phase Two (Days 3-5) marks the Hybrid Online-Offline and Standard Data Management Stage. During this phase, all students undergo pre-job induction training, gain an understanding of their job responsibilities, and engage in task-driven practical training. They effectively apply successful experiences derived from typical cases and incorporate excellent management ideas from traditional culture into simulated business operations. The objective is to mold students into honest, trustworthy, diligent, and proactive employees. Simultaneously, collective activities are actively organized to foster a competitive work environment, promoting a spirit of mutual pursuit and the relentless pursuit of excellence. Guidance is provided to encourage the establishment of harmonious relationships among students, enhance a spirit of unity and cooperation, and create a positive interpersonal atmosphere.

The third stage (Days 6-10) represents the mixed online and offline, self-operating phase. During this period, students autonomously oversee the operational activities of the enterprise throughout November and December. Employing the method of contradiction analysis, students integrate major and minor contradictions into the process of formulating position evaluation criteria and weightings. This approach facilitates the effective enhancement of students' practical operational skills and managerial proficiency, with the overarching goal of cultivating their comprehensive capabilities.

4.4 Refinement of the Course Evaluation Mechanism

The course has implemented a performance evaluation system that prioritizes team assessment as the primary criterion, with individual assessment playing a complementary role. This system adopts a "multi-dimensional, multi-position, systematic" evaluation approach, wherein the total score (100 points) is determined by a combination of a 60% team score (offline) and a 40% individual score (online). The specific course evaluation indicators are detailed in Table 3.

Table 3 Evaluation Indicator System for the "Enterprise Management Simulation Training" Course

Team Performance (60%)	Final Assessment	Accuracy of Supply Chain Forms (10%)	
		Accuracy of Financial Statements (20%)	
		Establishment of Corporate Culture and Policies (10%)	
		Payroll Accounting and Recruitment, Training Research Summary (10%)	
		Warehouse Performance(10%)	
		Business Performance (30%)	
		Practical Training Summary(10%)	
Individual Performance(40%)	Formative Assessment	Online Assessment (60%)	Video Learning (35%)
			Assignments (20%)
			Discussions (15%)
			Exams (30%)
		Peer Evaluation (20%)	Job Performance (100%)
		Experimental Operations (10%)	Laboratory Skills Assessment (100%)
Attendance and Discipline (10%)	Attendance and Discipline (100%)		
Total		100%	

4.5 Infiltration of Diversified Ideological and Political Elements

This practical training course is designed to implement the "whole-process education" philosophy, incorporating implicit ideological and political education elements such as teamwork, kindness towards others, self-confidence and tolerance, responsibility and commitment, cultural confidence, the value of harmony, patriotism, and awareness of rules.^[11] Leveraging the distinctive features of the local economy in Haining, the course utilizes real-life examples, specifically leather jackets, to simulate and interact within scenario-based simulations involving the establishment of various companies by student teams. Following the principles of education, teaching, and the natural growth of students, this course seamlessly integrates implicit ideological and political education with key knowledge points. The educational philosophy is woven throughout the entire teaching process, aiming to help students develop correct career perspectives and values, ultimately assisting them in enhancing their comprehensive practical skills.

Table 4 Integration of Ideological and Political Education Elements

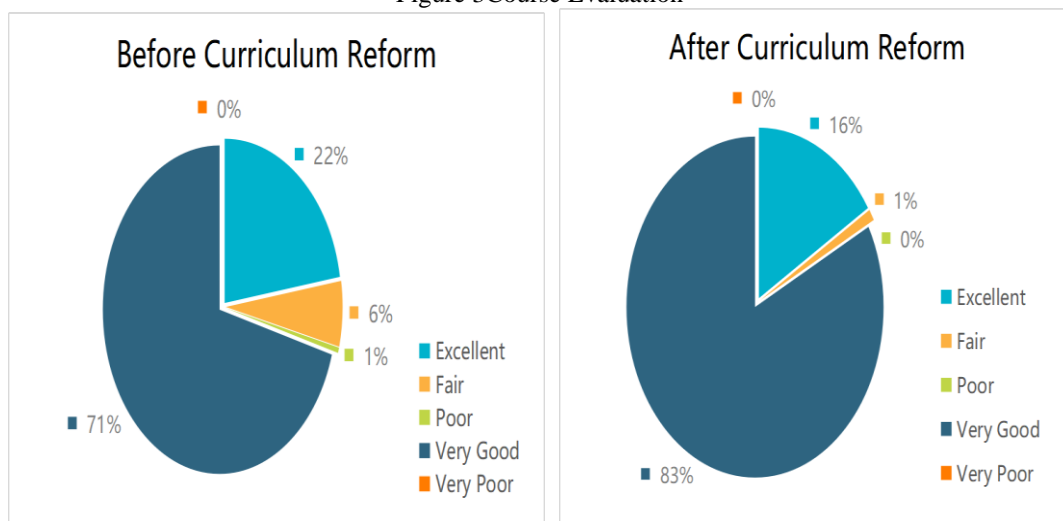
Module	Mapped Ideological Elements	Entry Points for Course Instruction
Practical Training Mobilization Session	Professionalism, Dedication, Team Awareness	Team Formation, Job Allocation, CEO Election
Practical Training Session	Practicality, Scientific Spirit, Discipline Awareness	Financial, Supply Chain, Human Resources, and Business Management Training
Operational Segment of Practical Training	Team Collaboration, Respect, Innovation Awareness	Simulated Business Operations
Practical Training Summary Session	Harmony in Diversity, Valuing Harmony, Confident Inclusiveness	Course Summaries by Various Companies

5. Reform Effectiveness

The development of this practical training course embodies the concept of "holistic education" and primarily includes implicit ideological and political education content such as teamwork, kindness towards others, self-confidence and tolerance, responsibility and commitment, cultural confidence, valuing harmony,

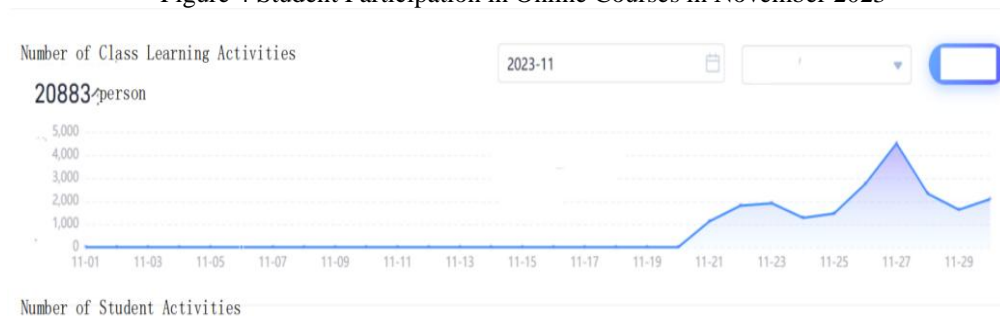
patriotism, and awareness of rules.^[12] Leveraging the unique characteristics of the local economy in Haining, the course utilizes real-life scenarios, exemplified by leather jackets, to simulate and interact through the formation of teams representing various companies. Adhering to the principles of educational instruction and student growth, the course skillfully integrates implicit ideological and political education with key curriculum knowledge points. The educational philosophy is woven throughout the entire teaching process, helping students establish correct career perspectives and values, and contributing to the enhancement of their comprehensive practical abilities.

Figure 3 Course Evaluation



Through the analysis of data from the teaching process and post-course survey questionnaires, it was discovered that explorations and reforms were carried out on the course platform both before and after the pandemic.^[13] Prior to the pandemic, the frequency of student participation in online course activities was relatively low. However, after the exploration and provincial-level reforms in the course, there was a significant increase in student engagement after the course had been running for some time. The data on student participation in online course activities during class reached 20,883 events, as shown in Figure 4.

Figure 4 Student Participation in Online Courses in November 2023



6. Conclusion

The advent of the post-pandemic era has compelled teachers to enhance their proficiency in information technology, effectively integrating online learning resources to a certain extent.^[14] This has facilitated the seamless integration of teaching processes and educational resources, creating favorable conditions for the implementation of post-pandemic era teaching. This paper establishes a blended teaching model, incorporating information technology, teacher-student interaction, assessment feedback, and learning contexts and resources as supportive elements for instructional activities. The model encourages students to actively and deeply engage in learning activities, effectively enhancing the teaching effectiveness of post-pandemic era practical training courses. Future endeavors will involve further exploration of implementation and application strategies for instructional models in practical training courses, fostering a new ecology for post-pandemic era course

instruction. The paper recommends the transformation and innovation of "Internet+" practical training course instruction to elevate the quality of talent development ^[15].

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