

Difficulties and Construction Ideas of Applying Industry-Teaching Integration in the Practical Course of Cross-border E-commerce

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Abstract: With the rapid development of cross-border e-commerce, the industry is facing the challenges of talent shortage and skill mismatch. Industry-teaching integration mode is crucial to cultivate high-quality talents in cross-border e-commerce through school-enterprise cooperation, optimizing resource allocation and docking industry demand. This paper discusses the problems in the implementation of industry-teaching integration in the practice course of Cross-border E-commerce. And for the problems existing in the application of industry-teaching integration mode, this study proposes an innovative path, aiming at optimizing the experimental content, enriching the teaching methods, improving the experimental conditions, and cultivating excellent talents adapted to future needs for the industry.

1. Introduction

Industry-teaching integration is an educational model that closely combines school education with industrial demand, and realizes the optimal allocation of educational resources and the efficient docking of talent cultivation through school-enterprise cooperation and work-learning integration. In the field of cross-border e-commerce, the application of the industry-teaching integration mode helps to cultivate high-quality talents with practical operation ability, innovative spirit and international vision, and meet the needs of industry development.

Strengthening the construction of industry-teaching integration in the experimental course of Cross-border E-commerce plays an important role in improving students' practical ability, innovation ability and comprehensive quality. Through the construction of experimental courses with authenticity, relevance and operability, students can better understand the operation mechanism of cross-border e-commerce, master practical operation skills, and develop the ability to solve practical problems. It is an effective way to improve the quality of cross-border education cooperation (Zhang & Yang, 2021)[1].

However, there are still some problems in the current experimental course construction of Cross-border E-commerce, such as the disconnection between experimental content and the actual needs of the industry, a single experimental teaching method, and insufficient experimental conditions.

Therefore, exploring the path of cross-border e-commerce experimental course construction under the mode of industry-teaching integration has important theoretical value and practical significance.

This study aims to analyze the importance of industry-teaching integration mode in practical teaching, combine with the development trend and talent demand of cross-border e-commerce industry, explore the methods of experimental course construction of Cross-border E-commerce, and provide useful references for colleges and universities and enterprises. At the same time, this study also hopes to provide new ideas and directions for the innovation and development of cross-border e-commerce experimental course construction through practical exploration.

2. Challenges Existing in the Application of Industry-Education Integration in the Course of Cross-border E-commerce

With the increasingly close global trade and the rapid development of Internet technology, cross-border e-commerce has become an important form of international trade, injecting new vitality into the economic development of various countries.

In order to cultivate high-quality talents to meet the needs of this field, many universities have opened the experimental course of "Cross-border E-commerce" to improve the practical operation ability and comprehensive quality of students. At present, the construction of the experimental course of Cross-border E-commerce has made certain progress. More and more colleges and universities have begun to pay attention to the setting of experimental courses, actively introducing cross-border e-commerce platforms, simulation software and other teaching resources to provide students with opportunities for practical operation.

However, despite the progress made, the experimental course of Cross-border E-commerce still faces some problems. Specifically, these problems are mainly reflected in the following aspects:

2.1. The design of experimental content is relatively weak and detached from the actual needs of cross-border e-commerce industry

Some colleges and universities pay too much attention to the teaching of theoretical knowledge in the design of experimental courses and neglect the combination with the actual industry. This leads to the fact that although students have mastered a certain amount of theoretical knowledge, it is difficult to apply it flexibly in actual operation and cannot meet the actual needs of enterprises (Zhang, 2017) [2]. The cross-border e-commerce industry has its unique operation mode and market demand, which requires high professionalism and skills of practitioners. However, due to the lack of close cooperation between universities and enterprises, teachers often lack an in-depth understanding of the actual needs of the industry, and are unable to integrate the latest requirements and standards of the industry into the content of the course experiments. This leads to the fact that students are still unable to adapt to the needs of the industry after completing the course experiments, making it difficult for them to find suitable jobs.

2.2. The experimental teaching method is relatively single, and the construction of practical teaching mode is lagging behind

At present, colleges and universities are relatively single in terms of practical teaching methods in cross-border e-commerce courses, and the teaching effect is unsatisfactory. In sharp contrast to the rapid development of cross-border e-commerce:

In terms of professional settings, as of the end of 2022, a total of 78 undergraduate colleges and universities in China have opened cross-border e-commerce majors, mainly concentrated in Zhejiang, Guangdong, Shandong, Jiangxi, Liaoning, etc. The rest of the colleges and universities

are mainly catching the train of cross-border e-commerce by simply opening one or two courses about cross-border e-commerce or setting up additional cross-border e-commerce directions, and this lack of a systematic and complete model is obviously insufficient to support the demand for cross-border e-commerce talent training.

In terms of curriculum, some institutions have developed the curriculum model of "on-campus practical training + off-campus internship". On-campus practical training usually adopts simulation software to train students' practical operation ability, but at present, there are fewer software that really meet the actual needs of the cross-border e-commerce industry in China, which leads to unsatisfactory results in the practical teaching of cross-border e-commerce, and fails to cultivate practical talents adapted to the industry's needs. Off-campus internship is mainly through the cross-border e-commerce enterprises to establish an internship base for school-enterprise cooperation, but most of the cooperation only stays in the form of students visiting the enterprise or inviting the relevant personnel of the enterprise to give lectures, etc., and the students can't be directly involved in the cross-border e-commerce enterprise's projects, and can't be interned in the enterprise's real workplaces, so the depth of cooperation is not deep enough.

2.3. Experimental training conditions are difficult to meet the requirements of practical teaching, and teaching resources are slow to be updated

Cross-border e-commerce, as a new industry generated under the development of Internet technology, differs significantly from traditional foreign trade in terms of commodity display, marketing, marketing means, operation management, payment and settlement. However, although the cross-border e-commerce industry has not started for a long time, it is developing rapidly and changing. And colleges and universities often lag behind in their response to market changes and lack sufficient accumulation.

Therefore, applied undergraduate colleges and universities generally face many challenges in cross-border e-commerce practice teaching, including untimely updating of teaching content, limited teaching conditions, obsolete teaching materials, and imperfect experimental and practical training conditions. The main problem is that colleges and universities are difficult to keep abreast of the new changes in the foreign trade industry, and lack of specific goals, methods and paths for the cultivation of new foreign trade talents. Teaching materials in the theoretical part can not keep pace with the times, and the practical part lags behind the development of the industry. In addition, the simulation software is expensive, the data and process lack of authenticity, the lack of practical teaching base, and the enterprises cooperating with universities are usually unwilling to easily provide students with practical operation due to the high cost of the account and the importance of customer relationship maintenance(Jia, 2017)[3]. These problems together restrict the effective development of cross-border e-commerce practical teaching.

2.4. Lack of teachers with both theoretical and practical teaching skills

In talent training, colleges and universities usually emphasize the principle of "sufficient theoretical knowledge and strengthened operational skills", so they pay special attention to cultivating students' practical ability. As a new field, cross-border e-commerce enterprises require practitioners to master professional skills such as e-commerce operation, promotion and sales, artwork, information technology, supply chain management, product planning and R & D. Therefore, there is an urgent need for teachers with practical experience and professional knowledge to guide experimental teaching.

However, at present, few college teachers have experience in the foreign trade industry and lack the opportunity to communicate and practice with outside enterprises, which makes it difficult for

their teaching in the field of cross-border e-commerce to meet the industry requirements(Liu, 2021)[4]. Since the rules of cross-border e-commerce platforms are complex and constantly evolving, it is difficult for college teachers to quickly capture and master the latest developments, which undoubtedly brings additional challenges to the teaching work.

2.5. It is difficult to design the ideological education of practical courses, and it is difficult to realize accurate ideological education

In cross-border e-commerce practice courses, there is a disconnect between practical training content and Civic-Political education. Cross-border e-commerce courses often focus on the teaching of international trade rules, e-commerce platform operation, logistics management and other professional skills. When designing course content and teaching programs, they may not fully consider how to naturally integrate elements of Civic and Political Education into them, leading to a disconnect between the two in terms of content (Cheng, 2024)[5]. Cross-border e-commerce experimental practice courses usually contain practical sessions such as experimental operations and enterprise internships. In these sessions, students may pay more attention to the skill operation and business practice and neglect the thinking and learning of Civic Education.

In the process of cross-border e-commerce practical training there is also a lack of relevant and precise ideological and political promotion, and the process of ideological and political education is implemented in a lack of focus and relevance for specific issues. For example, cross-border e-commerce involves many countries and regions, and the legal and regulatory system is complex and diverse. However, some cross-border e-commerce practitioners do not pay enough attention to laws and regulations, and lack the necessary legal awareness and compliance consciousness, resulting in illegal and irregular behavior in the operation process. At the same time, cross-border e-commerce is faced with the conflict and collision of multiple values in the process of development. However, some cross-border e-commerce platforms are deficient in value guidance, failing to effectively convey positive energy and correct values, leading to the spread and propagation of some undesirable information. In addition, cross-border e-commerce undertakes certain social responsibilities while promoting economic development. However, some cross-border e-commerce practitioners lack the awareness of social responsibility and pay insufficient attention to the protection of consumer rights and interests, environmental protection and other aspects, resulting in some negative impacts.

3. Innovative Strategies for Experimental Course Path Construction

Based on the above problems, this study proposes a total of the following five innovative strategies:

3.1. Optimize the curriculum, docking industry demand

Universities should carry out enterprise research in their regions, conduct in-depth research on the latest development of cross-border e-commerce industry and market demand, understand the industry development trend, enterprise demand and the actual operation of cross-border e-commerce, and ensure that the content of experimental courses matches with the industry standard and the actual business of enterprises, so as to provide detailed data basis for the construction of the practical teaching system.

Universities should also establish close cooperative relationships with enterprises to jointly develop experimental courses and realize the sharing of educational resources and industrial resources. Enterprises can provide practical bases, equipment support and technical guidance for

colleges and universities, while colleges and universities can make use of the resources and experience of enterprises to realize the adjustment of the course structure by enterprises according to the needs of the industry when setting the relevant contents of the courses, and to increase the experimental projects with strong practicality, such as cross-border e-commerce platform operation, international trade practice, marketing strategy and so on. Typical cases and successful experiences in the cross-border e-commerce industry need to be introduced into the design of practical courses so that students can learn from them in actual operation.

3.2. Innovative teaching methods to enhance teaching effect

In the teaching process, teachers should adopt project-based, case-based and other teaching methods to enable students to master knowledge and skills in the process of solving practical problems. Use the online teaching platform to carry out blended teaching, and realize the organic combination of online and offline teaching. Introduce advanced technologies such as virtual reality and simulation to create an immersive experimental environment and enhance the learning experience of students.

Colleges and universities also need to cooperate with cross-border e-commerce enterprises to build on-campus experimental bases or practice centers to provide students with practical opportunities close to real business scenarios. Build a cross-border e-commerce training platform to simulate the real cross-border transaction environment, so that students can be familiar with the business process and master the operation skills in the simulated operation. Carry out school-enterprise cooperation projects, so that students can participate in the actual business of enterprises, and realize the seamless connection between school education and industrial needs.

3.3. Guiding government, enterprises, schools, research and other parties to participate in cross-border e-commerce practice course development

The construction of the community of industry-education integration requires the active participation of the main bodies of action from the government, enterprises, schools and research institutes. We should attract more industry leading enterprises, research institutes and general colleges and universities to take the initiative to participate in the integration of industry and education through policy guidance and mechanism innovation: the government should play a guiding role in the integration of industry and education, and promote the active participation of colleges and universities, enterprises, industry associations and other main parties by means of policy support and financial investment. Colleges and universities and enterprises should establish a close cooperative relationship to jointly develop cross-border e-commerce courses and build practice bases to realize resource sharing and complementary advantages. Industry associations should actively participate in the construction of the community and provide support in industry guidance, standardization and talent training.

3.4. Enhancement of Teachers' Practical Teaching Ability and Cultivation of "Double Qualified Teacher"

Colleges and universities can actively introduce cross-border e-commerce talents with rich practical experience and professional knowledge to enrich the experimental course faculty. It is also necessary to strengthen the training and further training of existing teachers to improve their cross-border e-commerce business ability and teaching level. Finally, a mechanism of mutual employment between teachers and enterprise personnel should be established to promote the sharing of teaching resources between schools and enterprises.

3.5. Expanding "Craftsmanship" to Enhance the Accurate Ideological and Political Competence of "Cross-Border E-Commerce" Course

Efforts are made to build the level of ideology and politics of cross-border e-commerce practice course, from the introduction of ideology and politics, to the comprehensive penetration of the course practice process and the advocacy of the course derivation to realize accurate ideology and politics. In the pre-course study, students are guided to think about the significance of cross-border e-commerce, such as global trade rules and cultural differences, by combining the current hotspots and life cases. In all aspects of the cross-border e-commerce practice course, the Civic and political elements are skillfully and accurately integrated into it, so that students can receive Civic and political inculcation while learning professional knowledge. After the class, in combination with the hotspots of cross-border e-commerce and new trade rules, the civic-political elements are deduced and advocated to guide students to pay attention to social responsibility and honesty in business.

4. Conclusions

This paper delves into the intricate landscape of integrating industry practices into cross-border e-commerce practical courses, exploring both the formidable challenges encountered and innovative strategies devised to overcome them. The core focus revolves around the significance of such integration in fostering practical skills, enhancing employability, and bridging the gap between academic knowledge and real-world demands. Through the research in this article, it is expected to have certain reference significance for universities in promoting the integration of industry and education in practical courses.

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