

Original Paper

Research on the Integrated Practical Teaching Model of Cross-border E-commerce Professional Knowledge and Innovation and Entrepreneurship Education

Zhou Jun¹, Su Chao-Yan² & Wu Feng^{1*}

¹ Shiyuan College, Nanning Normal University, Nanning, China

² Guangxi University of Foreign Languages, Nanning, China

* Corresponding author, Wu Feng, Shiyuan College, Nanning Normal University, Nanning, China

Received: March 7, 2023

Accepted: March 19, 2023

Online Published: March 31, 2023

doi:10.22158/fet.v6n1p39

URL: <http://dx.doi.org/10.22158/fet.v6n1p39>

Abstract

The development of cross-border e-commerce has stimulated a growing interest in related education. In response to this trend, a practical teaching approach that merges cross-border e-commerce expertise with innovation and entrepreneurship education has arisen and gained widespread traction. This innovative approach emphasizes the cultivation of students' innovation skills and entrepreneurial ability through task-driven teaching that integrates professional knowledge and practical training. By participating in enterprise operations and completing assignments, students are able to master both theoretical knowledge and professional skills. This paper aims to explore the effectiveness of the task-driven teaching method in the integrated practical teaching of cross-border e-commerce and innovation and entrepreneurship. Practical suggestions for teaching reform in cross-border e-commerce are provided to meet the needs of application-oriented undergraduate colleges and to cultivate the application skills that enterprises require.

Keywords

Cross-border e-commerce, Professional knowledge and innovation and entrepreneurship education, Integrated teaching model

1. Introduction

The advancements in Internet technology are progressing at an accelerated rate, with projections indicating that the number of global Internet users will reach 5.16 billion by 2023, representing 64.4% of the world's population. As of December 2022, China has experienced a surge in Internet users, with

a total of 1.067 billion users, up by 35.49 million compared to the previous year's figure, bringing the Internet penetration rate to 75.6%, which is 2.6 percentage points higher than the preceding year. The proliferation of Internet technology, coupled with an expanding number of Internet users, has propelled the global economy to new heights, leading to the emergence of cross-border e-commerce as a rapidly growing trend. The scope of global e-commerce sales is predicted to surpass the US \$5 trillion mark for the first time in 2022, with e-commerce penetration (i.e., global e-commerce sales as a percentage of total global retail sales) expected to reach 20.3%, representing an increase of 2.4 percentage points from 2020. In 2021, China's cross-border e-commerce industry recorded a trading volume of 14.2 trillion yuan, which represents a 13.6% increase from the previous year, and a compound annual growth rate of 14.69% from 2015 to 2021. It is anticipated that the scale of China's cross-border e-commerce market will reach 7.1 trillion yuan in 2022, with a projected market size of 15.7 trillion yuan set to be achieved by 2022. The transaction volume of China's cross-border e-commerce will make up for 35.85% of China's total import and export value of goods trade. Since the cross-border e-commerce market is vast and expanding rapidly, the demand for cross-border e-commerce professionals is on the rise, with a talent gap of 6 million in China alone. In today's rapidly evolving "Internet +" era, the e-commerce industry is undergoing continuous development, with the establishment of an increasingly rich ecological environment. As a result, application-oriented undergraduate schools bear the responsibility of cultivating innovative, entrepreneurial cross-border e-commerce talents who can quickly integrate into the company's operations.

2. The Existing Cross-border e-commerce Teaching Problems

The improvement of innovation quality of cross-border e-commerce needs to be cultivated by the integrated education method of professional knowledge and innovation and entrepreneurship education. Traditional teaching attaches great importance to the teaching of theoretical knowledge but ignores the cultivation of students' practical and hands-on ability, or purely relies on virtual training software for teaching. Although teaching software also plays a certain role in practical training, students still have no way to start at once when it comes to the job. Therefore, it is necessary to cultivate cross-border e-commerce innovation and entrepreneurship talents who meet the requirements of the post and have real practical ability. Educators need to design a set of innovative professional knowledge and innovation and entrepreneurship education integration of teaching mode.

2.1 Traditional Lecture-based Teaching Method

The traditional teaching and learning, students are used to passive learning, learning for learning, learning for examination, completely divorced from the actual application of innovation and entrepreneurship environment, students lack initiative and creativity in the learning process. First of all, emphasizing results over process is a very prominent drawback of traditional teaching. How to complete the transformation from emphasizing results to emphasizing process? Secondly, how to guide students to change from focusing on test scores to focusing on skills and abilities? Quality education

not only requires teachers to spread professional knowledge in the classroom, but also to cultivate and stimulate students' innovative thinking and entrepreneurial ability, re-examine students' application ability, so as to apply what they learn and learn with innovation. Therefore, application-oriented undergraduate colleges and universities should actively update their ideas and create conditions. The task-driven teaching mode under the mode of school-enterprise cooperation is a good practical training method, which not only helps to improve students' practical ability, but also cultivates students' innovation and entrepreneurship ability, and fully reflects the function of integrating professional knowledge and innovation and entrepreneurship education with practical education.

2.2 The Problem of Cross-border e-commerce Simulation Teaching

So far, the teaching of cross-border e-commerce in almost all colleges and universities in China is mainly based on simulation platforms. First, teachers themselves lack entrepreneurial experience and cannot distinguish the difference between simulation and practice. Secondly, the teacher's thinking of talent training in teaching is not clear, the target positioning is not clear; Moreover, students have weak awareness of "mass entrepreneurship and innovation" and weak ability. Therefore, whether the teaching of cross-border e-commerce can adopt the task-driven practical teaching mode under the school-enterprise cooperation to cultivate students' professional skills and practical ability for the purpose of innovation and entrepreneurship, and the teaching mode centering on innovation and entrepreneurship task-oriented and taking students' practice as the main body. If so, the teaching mode of integration of professional knowledge and innovation and entrepreneurship education under the school-enterprise cooperation mode, the design and marketing task is the key, which is related to the effect of practical teaching. During the cooperation with enterprises, schools can participate in the actual cross-border e-commerce practice in the name of enterprises, assign marketing tasks to students to complete the operation, and teachers participate in the teaching guidance and cooperate with the operation guidance of enterprise experts.

3. Reform of Practical Teaching Mode for Integration of Cross-border e-commerce Professional Knowledge and Innovation and Entrepreneurship Education

Cross-border e-commerce practice is a professional course with strong application and practice. In order to build a practical teaching model integrating professional knowledge and innovation and entrepreneurship education, it is necessary to clearly understand the influencing factors of the choice of talent training mode for cross-border e-commerce merchants. Its factors include the influencing factor of direction choice - school type, the influencing factor of basic support - teacher ability, the influencing factor of core subject - student ability, and the influencing factor of promoting force - enterprise cooperation. It is necessary to formulate different practical teaching models according to different situations and types of influencing factors, including schools, teachers, students and enterprises.

3.1 Practical Teaching Integrating Cross-border e-commerce Expertise with Innovation and Entrepreneurship Education

3.1.1 Adjust the Structure and System of Teaching Materials for the Integration of Professional Knowledge and Innovation and Entrepreneurship Education

First of all, we should choose suitable applied teaching materials. The textbooks edited jointly by universities and e-commerce platforms are better. The learning content of this kind of teaching material will fully conform to the operation content of the e-commerce platform due to the participation of the enterprise personnel of the e-commerce platform, which strengthens the real combination of professional knowledge and practical operation. Therefore, through the study of the specific content of e-commerce platform, the practical training of innovative thinking methods and skills of e-commerce management should be strengthened.

Secondly, adjust the selection system and use connection of the series of teaching materials. For the professional courses of cross-border e-commerce, we can start from the introduction course of e-commerce, choose the introduction textbook of cross-border e-commerce, the B2B three-dimensional practical training textbook of cross-border e-commerce, the supporting cross-border e-commerce simulation platform course and the talent training plan course of Alibaba International Station, so as to build the integrated teaching material system of professional knowledge and innovation and entrepreneurship education of cross-border e-commerce courses.

In addition, through direct contact with enterprises, the college can clarify the demand for professional talents and job skills requirements of enterprises, so as to guide the teaching reform and make the curriculum and teaching content more targeted and applicable.

3.1.2 Combination of Traditional Classroom Explanation and Practice

Traditional classroom explanation has its natural advantages, which is conducive to knowledge decomposition and theoretical discussion, and allows in-depth learning of professional knowledge of cross-border e-commerce. Classroom explanation is also convenient for teachers to give full play to their advantages of abundant theoretical knowledge, rationalize the coherence and understanding of professional knowledge, clearly show the structure of knowledge and the relevance of knowledge points, easy for students to understand and further theoretical research, but at the same time, it also lacks specific practical application. Practice is specific operation and application, which can further deepen the understanding and cognition of knowledge. Through the combination of traditional classroom explanation and practice, professional knowledge can be fully understood and reflected in specific application scenarios, which promotes the improvement of students' ability to apply what they have learned.

3.1.3 Combine Professional Knowledge with Innovation and Entrepreneurship

The understanding of professional knowledge can be achieved through the combination of explanation and practice. However, in addition to understanding professional knowledge points, the innovative expansion and entrepreneurial application of knowledge can not be achieved by understanding alone.

To improve students' innovative consciousness and entrepreneurial ability through innovation and entrepreneurship education. Specifically, the interdisciplinary teaching mode can be adopted to integrate the knowledge of different disciplines and realize the communication and exchange of knowledge, so as to stimulate students' innovation consciousness. It is also possible to guide students to improve their entrepreneurial awareness through the study of successful entrepreneurial cases combined with the application of professional knowledge.

3.2 Design of Practical Links for Integration of Cross-border e-commerce Expertise and Innovation and Entrepreneurship Education

3.2.1 In the design of practical teaching tasks, according to the goal of integration of professional knowledge and innovation and entrepreneurship education, combined with the talent training goal of applied undergraduate colleges and the requirements of cross-border e-commerce posts, the basic law of students' vocational ability cultivation is followed, and through cooperation between schools and enterprises, enterprise teaching tutors are introduced to clarify the job content and vocational ability requirements of posts. In teaching, the professional theory is based on the degree of sufficient, and the innovation and entrepreneurship practice is based on the application. In the design of practical teaching tasks, the traditional teaching mode of pure virtual practice is broken, and the practical teaching content of cross-border e-commerce professional knowledge combined with the cultivation of innovation and entrepreneurship ability is reconstructed as the actual work content of cross-border e-commerce posts. It includes special activities on selling products on cross-border e-commerce platforms, developing overseas customers, negotiating business with overseas customers, reaching deals, customer service and other practical work. Design practical teaching tasks according to the work content of actual cross-border e-commerce posts, realize the effective connection between practical teaching and actual cross-border e-commerce posts, and master cross-border e-commerce skills by completing actual sales tasks. According to the knowledge unit of cross-border e-commerce, combined with the software and hardware conditions of the school, effective teaching practice tasks are designed.

3.2.2 Group the students into groups of 4-6 according to the actual cross-border e-commerce team operation mode of the enterprise. According to different business links, the students divide the labor by themselves, and the teachers and the enterprise mentors jointly provide targeted skill training guidance. Practice task 1: store opening and management. Group to complete shop opening and decoration, product management, order management.

Because store opening and decoration, product management and order management are the necessary working skills for cross-border e-commerce personnel, they should be trained. Store opening and management tasks include store opening, setting store recruitment, setting carousel chart, setting multi-language plate, product release, shopping commission, processing orders to be paid, processing orders to be shipped, processing orders to be received, etc. These activities contain knowledge and skills such as the planning and implementation of cross-border e-commerce store opening and

decoration, and students' ability of implementing and responding to cross-border e-commerce has been fully trained.

Practice task 2: Complete cross-border marketing in groups, including basic marketing, advanced marketing and SNS marketing.

Cross-border marketing tasks include window product setting, store activities, platform activity marketing, beautification and decoration, image PS processing, product optimization, pricing, product detailed description, freight template setting, creation of promotion plan, FaceBook page marketing, VK community marketing, Pinterest pin marketing, etc. Design a number of cross-border e-commerce marketing tasks, take the group as a unit, and the group leader directs the group members to complete the operation and conduct group defense in the form of briefing to summarize the experience and lessons.

Practice task 3: Complete customer service in groups, including question answering, order processing, after-sales service, dispute handling, and improvement of praise rate. Customer service tasks include product consultation, payment consultation, delivery consultation, problem orders, customer messages, tariff issues, remarketing of old customers, initial response, follow-up of customers, telephone contact, cancellation of disputes, general disputes, quality disputes, comment guidance, handling of poor ratings, etc. The specific task of customer relationship coordination shall be handled by students themselves, and the enterprise tutor shall follow up the whole process. For example, to design the situation task of return dispute, let the students play the role of customer and customer service personnel respectively, and examine the students' customer service handling skills.

3.3 Specific Implementation and Evaluation of Cross-border e-commerce Practice Teaching

The integration practice of professional knowledge and innovation and entrepreneurship education needs to be combined with the implementation of enterprise business tasks, and the implementation of task-driven school-enterprise practice teaching should be carried out concretely. We mainly talk about the implementation steps and methods of the task. Steps are the guarantee to complete the task, and methods are the way, which is the key to realize the practice teaching of cross-border e-commerce. The task-driven teaching mode of the integration of professional knowledge and innovation and entrepreneurship education is guided by the designated tasks and requirements, and students carry out planning, decision-making, step-by-step implementation, and carry out inspection, summary, evaluation and other implementation processes.

The implementation, planning and decision-making stages of each cross-border e-commerce business are to clarify the practice tasks, make decisions according to the tasks assigned by the instructor, group, select group leaders, and formulate work plans; The step-by-step implementation stage is to carry out the operation of cross-border e-commerce platform work, and make good records to form a phased work report; Relevant knowledge and attention to problems, and put forward suggestions for modification; The summary stage is to discuss and summarize the practical work, and write a summary of the work report; In the examination stage, the teacher explains the problems in each group's work; In

the evaluation stage, each group introduces the work situation of the group, raises questions and comments on the work and cooperation, and professional teachers and enterprise mentors make specific comments and evaluations.

In practical teaching, through the integration of professional knowledge and innovation and entrepreneurship education, students can not only learn the professional knowledge and skills of cross-border e-commerce, but also complete the practical tasks of enterprises, which improves the ability of work innovation and cultivates the awareness of entrepreneurial teamwork. Through the practical drill method of task-driven practical teaching, the combination of practical learning and practical work is truly realized. The practical drill teaching method of school-enterprise cooperation is an effective practical teaching method to implement the task-driven innovative teaching mode.

4. The Feasibility of Cross-border e-commerce Practice Teaching

The innovative training mode of school-enterprise cooperation and virtual simulation teaching is the objective requirement of social and economic development for professional education in colleges and universities. Learning professional theory course teaching and simulation skills training on campus and participating in enterprise practice outside campus not only rapidly improves operation skills, but also enhances quality awareness, working hours concept and benefit concept. Thus, the comprehensive ability of students to adapt to the needs of enterprises is improved, and the innovative education function of the practice base is fully reflected. The implementation of the training mode of the combination of school and enterprise and the combination of work and study also has a guiding function for the professional construction and curriculum reform of the school. Through direct contact with the actual work of enterprises, we have made clear the demand for professional talents and job skills requirements of enterprises, so as to guide our teaching reform and make our curriculum and teaching content more targeted and applicable.

4.1 It is Conducive to the Training of Double-qualified Teachers in Colleges and Universities

Teachers in applied undergraduate colleges and universities are mainly highly educated teachers, who have rich professional theoretical knowledge but obviously lack enterprise training experience. Therefore, through on-site teaching and practice with students in enterprises, students not only learn the practical knowledge of enterprises, but also have the practical experience of enterprise operation and management and technical skills, which can be used to test the teaching effect of teachers and find and make up for the shortage. Effectively improve teachers' innovation and entrepreneurship practice teaching ability. As a practice base and employment base, the enterprise not only has the function of professional knowledge education, but also undertakes the function of innovation education and entrepreneurship education, and has the ability to solve the problem of student employment.

4.2 It is Conducive to Cultivating Talents that Meet the Requirements of the Enterprise

The teaching mode of integrating professional knowledge and innovation and entrepreneurship education with enterprise participation can not only establish a stable off-campus practice base,

improve students' innovation and entrepreneurship ability, but also create a variety of employment and entrepreneurship conditions and channels for students. At the same time, it also improves students' entrepreneurial ability and provides a foundation for comprehensively improving college students' entrepreneurship. It can not only solve the employment problem but also foster more innovative enterprises.

In terms of professional knowledge cultivation, through the teaching mode combining work and study, it not only improves the quality of skilled personnel training in the school, but also provides realistic labor force for enterprises, enriches the production force of enterprises, alleviates the current situation of talent shortage in enterprises, and achieves the win-win goal of schools and enterprises. The combination of work and study can make students better familiar with the requirements of the post in study and practice, master practical skills, obtain the ability to adapt to the working environment and solve practical problems, and adapt to the needs of the job as soon as possible after graduation. Students are paid for their work, which reduces the financial burden on their studies and enables children from poor families to receive better education. It is difficult for students to meet the needs of society by focusing on theory and neglecting practice. Under normal circumstances, graduates need to go through three or five months of training before they can take the post. If the practical teaching in school can be jointly cultivated with enterprises, then the students are equivalent to the pre-job training in advance, so it is a very helpful teaching mode for graduates to take the post quickly.

In terms of the cultivation of innovation and entrepreneurship ability, strengthening the connection between schools and enterprises is conducive to improving the school conditions, and students can also experience the actual scenes of innovation and entrepreneurship in advance, stimulate their potential for innovation and entrepreneurship, and provide good basic ability for entrepreneurship and employment after graduation. The characteristics of the combination of work and study should be reflected in the compilation and selection of teaching materials. School-enterprise collaboration to formulate curriculum standards and requirements for applicable teaching materials. The authors of the textbook are not only school teachers, but also enterprise personnel, and the content is not only theoretical and school practice content, but also the actual work content of enterprise guidance.

5. Conclusion and Discussion

5.1 Conclusion

In the practical teaching of cross-border e-commerce, the task-driven teaching mode of the integration of professional learning and innovation and entrepreneurship education is an innovative method to implement the practical teaching of school-enterprise cooperation, an innovative education approach to cultivate students who meet the needs of enterprises, a creative method to solve the problems of practical teaching, and a task-driven practical teaching mode of the integration of professional knowledge and innovation and entrepreneurship education.

(1) First of all, in the innovation teaching, we should appropriately adjust the structure and system of teaching materials, so that the traditional classroom explanation and practice are combined, and the teaching method of professional knowledge and innovation and entrepreneurship is combined, and the training of innovative thinking methods and skills is strengthened. Through enterprise docking, the demand status and job skill requirements of enterprises for professional talents are clarified, and the teaching reform is guided to make the curriculum setting and teaching content more targeted and applicable. In addition to mastering the traditional school practice teaching methods, teachers actively participate in the school-enterprise cooperation projects, so that students can truly profit from the joint training of school-enterprise cooperation. Get rid of the teaching method of simply talking theory, giving examples and doing exercises, according to the professional reality, start from the experience, strengthen the practical operation, so as to improve the practical ability of students.

(2) The practical link design of the integration of cross-border e-commerce expertise and innovation and entrepreneurship education should pay attention to the cultivation of ability and advocate the combination of industry and learning. In every basic step of classroom teaching, students should be trained to use their brains, hands and mouth, and let them practice. Carefully design teaching practice content, cultivate students' application ability. Through the integration of professional knowledge and innovation and entrepreneurship education, the inherent teaching methods and teaching means can not only improve students' interest in professional knowledge courses, but also comprehensively improve students' innovative comprehensive quality ability and entrepreneurship and employment ability, providing a solid foundation for students in application-oriented undergraduate colleges to improve their employment rate.

(3) Specific implementation and evaluation of cross-border e-commerce practice teaching. First, the evaluation of professional courses is based on the principle of practicality and adequacy, followed by the training of innovative skills, and the cultivation of entrepreneurial awareness and ability. Clear learning objectives have been set for skill training, which is divided into on-campus training stage and off-campus enterprise enhanced skill training stage, and the evaluation mechanism has been improved. Teachers should be the leader of students' innovative practice growth and the facilitator of students' knowledge construction. Only on the basis of the knowledge teaching tradition and the full summary of the successful experience of knowledge teaching, through the teaching evaluation, to obtain students' professional ability, innovation ability to improve the degree or results of the test, to achieve the reform of teaching methods and the embodiment of teaching results.

5.2 Issues to Pay Attention to

In the practice teaching of cross-border e-commerce, several aspects should be paid attention to in the implementation of task-driven practice teaching integrating professional knowledge and innovation and entrepreneurship education:

(1) Key practical task design. The actual business tasks of enterprises have a great impact on students' ideas, so the professional teachers on campus and the mentors of enterprises outside the campus should

be carefully designed to ensure the smooth completion of the tasks without being too loose, and the initial marketing ability of students should be considered. Combined with the opinions of professional teachers and enterprise mentors, focusing on the operating conditions of off-campus training bases, practical tasks suitable for students to master cross-border e-commerce professional skills and improve their innovation and entrepreneurship ability are designed.

(2) Both inside and outside the school guide teachers. In the task-driven practice teaching, the instructor should guide the students with skills and methods. Students have not been engaged in specific marketing work, when students encounter difficulties in study and work, they are more susceptible to emotional influence, and need professional teachers and enterprise mentors to give specific guidance and help in time.

(3) Course assessment combined with task-driven practice teaching method may affect the teaching effect. The main reason is that the task completion module in the assessment may cause some students to have a psychological resistance, thinking that practical work is not part of the study. It is also necessary to further strengthen the education of the integration of innovation and entrepreneurship with professional knowledge learning, and reflect the practical education function of applied education in application-oriented undergraduate colleges.

Fund Item

Guangxi Undergraduate college education reform Project (No. 2022JGA433; No. 2022JGA437)

Guangxi Education science “14th Five-Year plan” special project (No.2022ZJY467; No.2022ZJY1645; No.2022MBZX07; No.2021ZJY1660)

Guangxi University young and middle-aged teachers basic ability improvement project (No.2023KY1795; No.2022KY1722; No.2021KY1737; No.2021KY1744)

References

Cao Hong-Kui. (2009). Practice and exploration of talent training mode combining work and study. *Coastal Enterprises and Science and Technology*, 2009(8), 2.

China Internet Network Information Center (CNNIC). In 2022, the number of online shopping users in China will reach 845 million, with continuous growth. <http://www.100ec.cn/detail - 6625558>. The HTML, 11:33:49 March 23, 2023

Fang Hui-gang, & Li Songtao. (2011). Discussion on the Teaching Reform of chemical machinery Maintenance Course. *Small and Medium-sized Enterprise Management and Science and Technology* (last ten-day Issue), 2011(06), 154-155.

Guangfa Securities, Hong Tao, & Ji Wenxin. (2023). *Huakai easy hundred research report: efficiency leading cross-border electricity sellers head, caterpillar layout expansion*. Retrieved from <https://new.qq.com/rain/a/20230320A04MCN00>

- Hupun. (2022). *The shortage of cross-border e-commerce talents exceeds 6 million. What kind of cross-border talents are the most popular?* Retrieved January 10, 2022, from <https://baijiahao.baidu.com/s?id=1721538045484433891&wfr=spider&for=pc>
- Meltwater melts, global digital marketing insight reports in 2023. Retrieved from https://www.sohu.com/a/652838175_121614580, the 2023-03-20 08:59
- Wang, T., & Xiao, J. (2019). Exploration on the training mode of applied undergraduate e-commerce talents. *University Education*, 4, 142-145.
- Wu Ai-rong, & Qu Changrong. (2008). “2+1” Engineering Model and the Cultivation of Clothing Professional Talents. *Occupation*, 2008(35), 18-19.
- Wu Xiao-hong. (2007). Based on China Optical Valley, exploring the training mode of combining work and study in optoelectronics specialty. *Guangxi Light Industry*, 2007(10), 134-135.
- Zhou Jun. (2021). Research on influencing factors and model construction of cross-border e-commerce talent training mode in colleges and universities. *Science and Education Literature Hui*, 2021(26), 132-134.