

Research on the Construction of E-Commerce Curriculum of Vocational Education Based on the Concept of Industry-Teaching Integration



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Abstract: In this digital era, the e-commerce industry is constantly evolving and there is an urgent need for more professionals with the latest skills and knowledge. To meet this demand, vocational education e-commerce course construction becomes crucial. Industry-education integration, as an educational model, emphasizes close collaboration between universities and enterprises to ensure that the educational experience is aligned with actual market demand. This model helps develop students' practical skills and provides them with better career development opportunities. The article focuses on the e-commerce curriculum construction strategy of vocational education based on the concept of industry-teaching integration, to provide some useful references and insights for practitioners in related fields.

Keywords: integration of industry and education; vocational education; e-commerce; curriculum construction

Introduction

With the rise of the information industry, e-commerce has become one of the important driving forces in the global business field, which not only changes the traditional business model but also provides unprecedented convenience and opportunities for enterprises and consumers. With the growing e-commerce industry, the demand for high-quality and well-rounded e-commerce professionals is increasing day by day. Therefore, providing students with a competitive e-commerce education to meet the needs of the industry has become a pressing issue in the field of vocational education at present. Behind this challenge, the concept of industry-education integration has emerged as a powerful tool to solve the problem.

1. Connotation and Goal Setting of Industry-education Integration

The National Implementation Plan for

Vocational Education Reform, it is proposed to "deepen the integration of industry and education, school-enterprise cooperation", and the introduction of the opinions on deepening the reform of construction and reform of the modern vocational education system in 2022 has emphasized the importance of vocational education and the urgency of deepening the integration of industry and education. Industry-education integration, as an education reform concept, aims to link colleges universities, and industrial enterprises more closely together to promote the practical skills training of students. By cooperating with industrial enterprises, universities can better understand actual work scenarios and skill needs, adjust teaching contents and methods, provide courses that are closer to the market, and improve education quality. Industry-teaching integration encourages students to participate in actual projects and practices so that they can quickly adapt to the working environment after graduation with the required vocational skills, shortening the transition period from the campus to

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the workplace and improving the competitiveness of employment (Liu, 2020). Industry participation can bring cutting-edge technologies and innovative ideas, and universities can integrate these elements into teaching to cultivate students' innovation ability and contribute to future technological development and industry innovation. In addition, students interact with professionals in the learning process and establish a wider professional network, which increases the chances of finding a job and helps to realize the smooth employment of graduates.

2. Basic Features of Industry-education Integration in Vocational Education

Vocational education industry-education integration involves multiple education subjects, including colleges and universities, industry enterprises, etc. These different education subjects need to work together to realize the organic integration of education and industry, and the multiple education subjects can provide students with richer resources and opportunities to meet their learning needs from different perspectives. The mode of industry-industry integration in vocational education usually involves cross-border cooperation between different fields and industries, and this cross-border nature makes it possible for the knowledge and experience of different industries and fields to learn from each other and create a more innovative mode of education and training. Cross-border integration also helps to cultivate students' comprehensive literacy, so that they can better adapt to diversified vocational environments, and, at the same time, accelerates the dissemination of innovations and technologies and promotes the development of industries. The teaching system of industry-teaching integration in vocational education is usually dynamic and can be adjusted and updated with the changes in market demand and technological progress. This flexibility enables universities to adjust the course content and teaching methods in time to meet the ever-changing industrial needs, and the dynamism of the education system also helps students to keep in touch with the latest

knowledge and technology and maintain their competitiveness.

3. The Current Situation of E-commerce Course Construction in Vocational Education

3.1. Vague objectives of the curriculum and lack of structural rationality

Some e-commerce courses lack clearly defined learning objectives and expected outcomes, making it difficult for students to understand what they should learn in the courses and how the courses will contribute to their career development, leading to confusion about the direction of learning and reducing their motivation to learn. The structure and content of some courses are arranged chaotically, lacking logic and coherence, making it difficult for students to follow the progress of the courses and make sense of the topics, in addition, the chaotic structure is very likely to distract students' attention and reduce their learning efficiency. Part of the curriculum lacks connection with the e-commerce industry and fails to establish relationships with actual business cases, industry experts, or internships, making it impossible for students to understand the latest trends and practices in the field of e-commerce, which hinders their career development (Xu, 2022).

3.2. Serious solidification of curriculum and outdated content

The field of e-commerce is developing rapidly, and new technologies and trends are constantly emerging, but some course curricula are relatively fixed and the course structure remains unchanged for a long period, which results in students being unable to get in touch with the latest industry trends and technologies promptly, and restricts their ability to adapt to the market demand after graduation. Due to the untimely updating of course syllabi, students may learn outdated information rather than the latest practices and technologies, which makes students need additional learning and training after graduation to adapt to the actual career requirements (Zhao, 2021). In addition, the field of e-commerce spans across some areas, including marketing, e-payment, supply chain management, etc. However, some

programs focus too much on one area and neglect the comprehensive nature of the whole field, and students need to have a comprehensive understanding of these different areas to meet the challenges more comprehensively in their careers.

3.3. Faculty needs to be improved

Attracting and retaining faculty with practical e-commerce experience usually requires offering competitive salaries and benefits; however, some colleges and universities have limited resources to provide sufficient incentives, resulting in a loss of faculty. The key to industry-industry integration is to build a bridge between education and industry so that teachers can understand the actual working environment and market demand. However, some teachers lack connections and experience in working with industry, making it difficult for them to provide students with insights and guidance related to actual business, which leads to a disconnect between the teaching content and market demand. Some universities lack teacher training and development programs to help teachers continuously improve their teaching and industry knowledge, making them unable to keep up with the changes in the field of e-commerce and unable to provide students with the latest information and skills they need.

3.4. Practical links need to be improved

Some e-commerce courses lack the opportunity to work with real projects, and students are only exposed to theoretical knowledge without being able to apply it to real work scenarios, which leads to their lack of practical work experience after graduation and makes it difficult for them to enter the job market smoothly (Ru, 2022). The complexity of the e-commerce field requires students to practice real-world scenarios in controlled environments; however, some courses lack simulated scenarios to teach and provide students with opportunities for real-world problem-solving and decision-making. Some practical sessions are disconnected from the course content and fail to integrate with the theoretical knowledge learned, and students get confused and are unable to apply the theoretical knowledge they have learned to real-world situations.

In addition, internships are an important way for students to gain practical vocational experience, but some universities provide limited internships, resulting in students missing the opportunity to work with actual industry experts and affecting their employment prospects.

4. Strategies for Building E-commerce Courses in Vocational Education Based on the Concept of Integration of Industry and Education

4.1. School-enterprise co-construction of the curriculum system, keeping up with the development of e-commerce applications

E-commerce is a rapidly developing emerging industry, colleges universities, and enterprises should clarify the educational objectives, regularly review and update the course content to ensure that the knowledge and skills learned by students are up-to-date, and they can work together to formulate a curriculum updating plan, introduce a modularized curriculum structure, and ensure the logical correlation between the contents. Universities and enterprises can establish a professional mentor team, consisting of industry experts and senior teachers, to provide guidance and support to students. The mentor team can interact with students regularly to answer their questions, provide practical experience sharing, and provide students with mentor program opportunities, which can help students to better understand the e-commerce industry and build up a professional network (Zhang, 2020). In addition, universities and enterprises can reach a mutual recognition agreement for credits, allowing students to obtain both a degree certificate issued by the university and a professional certificate issued by the enterprise after completing the course, this dual certification not only emphasizes the students' overall literacy, but also enhances their professional competitiveness.

4.2. Deepen teaching reform and update teaching content

Colleges and universities can establish a feedback mechanism to communicate regularly with industry experts and enterprise partners to understand

the latest market trends and needs, and based on this information, make adjustments to the course content to ensure that the knowledge and skills learned by students are in line with the market demand (Lv & Huang, 2020), and, at the same time, they can also carry out joint course evaluations with enterprises to understand the feedback and performance of the students, and according to the feedback results, the teaching methods and content can be improved to continuously improve the quality of education. The field of e-commerce covers a variety of technologies and tools, such as electronic payment systems, data analysis tools, e-commerce platforms, etc. The curriculum should introduce these new technologies and tools so that students can become familiar with and master them, which will help students quickly adapt to the work environment after graduation and use the latest tools to solve problems. The field of e-commerce requires interdisciplinary knowledge and skills, including marketing, business strategy, etc. The curriculum should integrate interdisciplinary content so that students can synthesize and apply knowledge from multiple fields to solve complex problems to cultivate versatile e-commerce professionals. The field of e-commerce requires innovative thinking, and students should be encouraged to come up with new ideas and solutions. At the same time, the course content should include innovative and entrepreneurial elements, providing students with opportunities to start their businesses or participate in innovative projects. E-commerce is a global field, students should have an international perspective, the course content can cover the knowledge of the international market, cross-border e-commerce, and international business law, etc. Colleges and universities can cooperate with international institutions and enterprises to provide international education opportunities, such as international exchanges and internships.

4.3. Strengthening practical sections

Introducing real projects and case studies is an effective way to strengthen the practical aspect. Students can participate in e-commerce projects and solve real problems to gain valuable practical

experience, and case studies can also help students analyze and understand the challenges and opportunities in real industries. The establishment of industry-teaching integration practice bases provides students with internship opportunities as well as the chance to interact with industry experts so that they can apply what they have learned in real work environments and learn about best practices in the industry (Wang, 2023). Simulation scenario teaching is a teaching method that simulates real business scenarios in a controlled environment, where students can play different roles, cope with various challenges, and learn to solve problems and make decisions, this teaching method helps to develop students' practical skills and judgment. Inviting industry experts in the field of e-commerce to participate in teaching is an effective way. These experts can serve as visiting professors, lecturers, or mentors to share their practical experience and industry insights with students, helping them to better understand the challenges and opportunities in the e-commerce industry. Students' participation in real-world projects should present their results in a variety of ways, such as photo displays, demonstrations, and oral presentations, to fully demonstrate their achievements and skills in the projects, as well as to develop their communication and presentation skills, in addition to project evaluations that can provide feedback to help students improve and grow.

4.4. Create a "dual-teacher" teaching team for e-commerce in the integration of industry and education

Colleges and universities need to clearly define the qualifications of "dual-teacher" teachers, including subject-specific professional knowledge, teaching experience, industry practice experience, and teaching and communication skills, and actively recruit teachers with "dual-teacher" qualifications, who should understand the latest trends and technologies in e-commerce, and have solid knowledge in e-commerce. Teachers with the qualification of "dual-teacher" are actively recruited, they should be aware of the latest trends and

technologies of e-commerce, have solid knowledge of the discipline, and understand the actual working environment, to be able to combine theoretical knowledge with practical experience to provide students with a comprehensive education. "Dual-teacher teachers should adopt innovative educational methods, such as project-driven teaching and practice-oriented teaching, to cultivate students' practical skills and problem-solving abilities and to help them better cope with professional challenges. The field of e-commerce is constantly developing and evolving, so "dual-teacher" teachers need to carry out continuous learning and self-improvement, and colleges and universities can set up teacher training programs, including participation in actual projects, visits to enterprises, industry seminars, etc., to help teachers better understand the latest developments in the field of e-commerce (Li, 2023). To create a "dual-teacher" teaching team requires close cooperation and interaction between college teachers and industry practitioners, colleges and universities can establish industry advisory committees and invite industry experts to participate in curriculum planning and textbook preparation. The "dual-teacher" teaching team should focus on student-oriented education. Teachers should understand the needs and interests of students, provide personalized guidance and career advice, and help them plan their career development and achieve their personal goals.

Conclusion

The concept of industry-teaching integration shows great potential in the construction of e-commerce courses in vocational education. Through the strategies of school-enterprise co-construction of the curriculum system, updating the teaching content, strengthening the practical aspects, and creating a "two-teacher" teaching team, we can provide students with a more practical and pragmatic e-commerce education. In the future, the concept of industry-teaching integration will continue to play a key role in ensuring that the curriculum is closely integrated with the actual

business to meet the needs of the e-commerce industry and provide better support for students' career development.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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