



# Research on Course Reform of Cross-border E-commerce Operation in Higher Vocational Colleges under the Background of "Three Education Reform"

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**Abstract.** "Three education reform" is an important starting point for the high-quality development of vocational education. From the perspective of "three education reform", focusing on the reform of the core course of cross-border e-commerce operation from three aspects of teaching methods, teachers and textbooks, the paper analyzes the existing problems in the current teaching status of cross-border e-commerce operation course in higher vocational colleges. Then combined with the requirements of "triangle reform", the author puts forward the reform implementation opinions, in order to improve the quality of cross-border e-commerce professional talent training.

**Keywords:** Three education reform, cross-border e-commerce, curriculum reform.

## 1 Introduction

In January 2019, The State Council issued the "Implementation Plan for National Vocational Education Reform", which proposed the "Three education reform", that is, the reform centering on the three basic elements of teachers, teaching materials and teaching methods. As the main body of training high-quality technical and skilled talents, higher vocational colleges should seize the momentum of "three education reform" and implement the reform work into the curriculum construction of each major, so as to achieve the purpose of improving students' comprehensive vocational ability and promoting the high-quality development of vocational education in the new era[1].

Under the influence of the "14th Five-Year Plan" Digital Economy Development Plan, cross-border e-commerce has gradually developed into a new form of digital trade, with the characteristics of immediacy and one-stop. Cross-border E-commerce Operation, as the core course of cross-border e-commerce in higher vocational colleges, not only requires students to master the theoretical knowledge of cross-border market analysis, product selection, store construction, cross-border logistics and payment, marketing and promotion, cross-border e-commerce customer service, data

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analysis, but also needs to meet customer needs in combination with changes in the international market. [2]Therefore, promoting the reform of cross-border e-commerce operation courses will play a positive role in the development of cross-border e-commerce majors in higher vocational colleges and the improvement of students' comprehensive skills.

## **2 Analysis of Course Reform of Cross-border E-commerce Operation**

### **2.1 Teaching Methods are not Consistent with Job Requirements**

The "Three education reform" in higher vocational colleges is directly related to the quality of talent training, and the reform of teaching method or teaching mode is an important way to realize the "three education reform".[3] From the perspective of the types of posts corresponding to cross-border e-commerce operation courses, they can be mainly divided into marketing promotion posts, art posts, customer service posts, operation management posts, etc., so the explanation of these post knowledge must be combined with post practice. However, the current teaching methods are more traditional, teaching in the "teacher mainly" to explain the theoretical knowledge, supplemented by case analysis to deepen students' understanding of knowledge points. In such a teaching mode, first, students' subjective initiative can not be effectively played, which is easy to cause weariness of learning; Second, due to the lack of project-based teaching mode suitable for enterprises, coupled with the shortage of teaching resources such as virtual simulation and practical training platform, students' practical post ability cannot be improved, which seriously affects the teaching effect and makes it more difficult to meet the actual post requirements of cross-border e-commerce enterprises.

### **2.2 Teachers' Practical Ability does not Match the Development of the Industry**

Teachers are the main body of "Three education reform", but also the key to realize "three education reform". The cultivation of cross-border e-commerce talents should pay attention to the organic combination of theory and practice, which means that teachers should be both theoretical and practical. At present, the overall quality of teachers in vocational colleges is generally not high. Due to the lack of entry qualifications and standards for teachers, teachers come from a single source, mainly graduates with master's and doctor's degrees, and their advantage is that they have a solid theoretical foundation. [4]However, the lack of working experience in related industries, so the actual combat ability in cross-border e-commerce operation is weak. At the same time, teachers in vocational colleges are generally faced with the dilemma of too many classes and too many class hours, and there are other tasks such as scientific research and competition in addition to class tasks. Even if teachers have the opportunity to practice in enterprises, it is difficult for most teachers to update their knowledge and keep pace with the development of the industry due to the lack of fixed

time and energy and corresponding supporting policies. Some schools spend a lot of money to purchase cross-border e-commerce operation simulation and practical training software, but teachers do not know how to operate, resulting in a waste of school resources and insufficient training of students' practical operation ability.[5] In the long run, this is not conducive to the improvement of cross-border e-commerce professional talent training quality in higher vocational colleges.

### **2.3 The Form of Teaching Materials is Inconsistent with the Training of Talents**

Teaching material is the carrier of education and teaching content, whether the content of teaching material is scientific and reasonable will affect the teaching quality and teaching effect. As cloud computing, big data and other information technologies continue to change the operation mode of cross-border e-commerce, traditional teaching materials can no longer meet the current teaching requirements. In terms of textbook content, the textbooks used in cross-border e-commerce operation courses in higher vocational colleges generally focus on theoretical knowledge, supplemented by practical training content, and do not integrate new models and technologies such as platform promotion and live marketing into the teaching content, which can neither meet students' learning interests and teaching requirements, nor truly reflect the development status of cross-border e-commerce industry. In terms of the form of teaching materials, the authors are mainly college teachers. Due to the lack of practical experience in first-line enterprises, they basically rely on the preparation of post operation manuals, which cannot combine the most cutting-edge knowledge of cross-border industry development. Therefore, the development of cross-border e-commerce teaching materials lacks of professionalism.

## **3 Analysis of Course Reform Countermeasures of Cross-border E-commerce Operation**

### **3.1 Adjust Teaching Methods According to Post Requirements to Achieve "Precise Connection"**

The traditional "teacher-centered" teaching method cannot stimulate students' learning enthusiasm. Teachers should actively explore new methods and new ideas to organize classroom teaching, transform from knowledge imparts to learning guides, and innovate teaching methods to improve students' learning initiative. The implementation of classroom teaching can be carried out in the form of pre-class, mid-class and after-class. Before class, students can complete the micro-lessons, courseware, and other learning content and online test content of the learning platform course through online class, and the teacher can determine the important and difficult points of this class according to the students' learning situation. In the class, project oriented, task-driven (case analysis, scheme design, group discussion, demonstration method, intensive exercises, etc.), with the help of "Aliexpress simulation training platform",

PHOTOSHOP and other software, teaching is integrated to complete the practical training tasks; After class, homework and extension tasks are assigned to consolidate new knowledge and skills. Through "training, learning, thinking and development", students can achieve the goal of improving their professional core competence[6].

First, implement project-based teaching in the classroom. Encourage cross-border e-commerce majors to connect with real enterprise projects, divide cross-border e-commerce operation courses into international market research, store building, product release, store promotion and data analysis, and allow students to complete project tasks as "cross-border e-commerce operators". In class, students will form groups to discuss together. Combine the basic knowledge required by the position with the knowledge system of the task, acquire the ability to analyze and solve problems, and exercise the ability to communicate and cooperate in a professional situation.

Second, promote school-enterprise co-education in the classroom. In each class, cross-border enterprise tutors are invited to enter the class, and they will require students to meet enterprise standards and help students complete the transformation from campus people to enterprise people. The lecture of the enterprise tutor allows the students to close contact with the working mode of the enterprise, experience the corporate culture, feel the professional norms and professional ethics. At the same time, it is supplemented by Aliexpress virtual simulation software to simulate the real platform scene and standardize the experimental operation process, so that students have a sense of being in the scene, and complete the experimental content that is impossible to achieve in the laboratory or the conditions can not be achieved in the real life, but must be mastered by students in the teaching. For example, students conduct simulation product selection through the 1688 product selection platform according to the task, conduct product release and logistics Settings according to the data analysis data, use the AliExpress through train to promote products, and provide customer service for various problems in the shopping process. The whole process simulates the operation of the Aliexpress platform in the real environment, which can not only meet the requirements of the teaching syllabus, improve the teaching level, but also expand the practical ability of students.

At the same time, attention should be paid to students' evaluation of teachers, and an evaluation model combining "student-centered" result-oriented evaluation and process innovation evaluation should be established. In the evaluation, it should mainly look at whether the classroom is "useful, interesting and meaningful", whether it has aroused students' learning initiative, enthusiasm and creativity, and whether it has stimulated students' interest, potential and excellence. The degree of improvement of students' German skills is the final evaluation standard[7].

### **3.2 Improve Teachers' Practical Ability According to Industry Development to Achieve "Accurate Docking"**

Teachers are the main body of curriculum reform. From the school level, teachers can be "empowered" by optimizing recruitment channels, building dual-teacher structure, innovating teacher evaluation and so on. Optimize the recruitment channels, that is, the school should classify the sources of teacher employment, some of which are mainly

graduate students and doctoral students with professional counterparts, and some of which are oriented to the society, recruit technical and skilled talents with rich work experience in cross-border industries, relax the threshold of their academic qualifications, and give green channels to highly skilled talents. The combination of the two types of talents is complementary. To form a high-level application-oriented teaching staff with fine theory and practice. To build a dual-teacher structure, that is, to establish a teacher's business ability growth file, encourage professional teachers to practice in front-line cross-border enterprises, get familiar with the specific operation of the cross-border e-commerce operation process, deeply understand the skill needs of cross-border e-commerce operation positions, improve the professional quality of teachers, and link the professional title assessment of teachers with professional quality, focusing on skills backbone and dual-teacher talents. To innovate teacher evaluation means that higher vocational colleges should develop a teacher evaluation mechanism that combines teaching and educating effect with social service performance, and should not only take teaching and educating effect as the only method to evaluate teacher performance, but also take into account the contribution of teachers' teaching achievements, professional construction and other factors to society. The implementation of these measures will effectively promote the optimization of the structure of vocational colleges and the improvement of the overall quality of the teaching staff.

### **3.3 Compiled Textbooks Based on Student Development and Reform to Achieve "Precise Education"**

Teaching material is a tool for educating people. Teaching material construction involves teaching content, teaching methods and means, teaching media, etc. It is not only a reconstruction of teaching content system, but also a complete set of teaching solutions, which plays an important role in promoting teaching reform. Therefore, the quality of textbook writing affects the teaching effect. The school should set up a textbook management center to supervise and manage the compilation, selection review, quality evaluation and revision of textbooks, change teachers' arbitrariness in the compilation and selection of textbooks, improve the selection rate of excellent textbooks, and let planning textbooks, featured textbooks, excellent school-based textbooks, the latest edition of enterprise workbooks and the latest practice case textbooks enter the classroom of higher vocational colleges. [8]The cross-border e-commerce operation teaching materials in the new era should not only incorporate new knowledge, new processes, new norms and new technologies into the teaching materials, but also implement the job requirements and core competencies of cross-border industries into the practical training operation links of the teaching materials. At the same time, it is also necessary to diversify the main body of the teaching material compilation team, including professional teachers with profound theoretical skills in the university and senior experts from cross-border enterprises, to participate in the compilation of teaching materials and form a school-enterprise composite teaching material development team. Third, compared with traditional teaching materials, loose-leaf teaching materials, workbook teaching materials and supporting information resources can better enable students to flexibly apply what they have learned to prac-

tice, creatively solve problems, and promote the cultivation of students' innovative spirit and the improvement of independent learning ability.

## 4 Conclusion

With the rapid development of the cross-border e-commerce industry, the demand for cross-border e-commerce enterprises continues to increase, and higher vocational colleges must carry out curriculum reform if they want to train high-quality composite technical talents who can meet the needs of society. [9]As the core course of cross-border e-commerce operation, it is the focus of the "three education reform". The course reform of cross-border e-commerce operation should start from the three aspects of teachers, teaching materials and teaching methods, strengthen school-enterprise cooperation, classify recruitment, and create diverse teachers; Set up the teaching materials supervision center, carry out the content design of teaching materials reasonably, and develop new teaching materials; Introduce new teaching methods, deepen the reform of teaching methods, and in the process of organically combining theory and practice, mobilize students' initiative to participate in learning, improve students' professional practice skills, and cultivate students' ability to analyze and solve problems in practical work. Explore a cross-border e-commerce training path that meets the development requirements of the new era[10].

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